

NOVEMBER, 1927

THE AMERICAN TEACHER

VOLUME XII, No. 3

*Democracy in Education*

*Education for Democracy*

# *The* **American Teacher**

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

NEW YORK  
NUMBER

"The longer on this earth we live  
And weigh the various qualities of men—  
The more we feel the high stern-featured beauty  
Of plain devotedness to duty.  
Steadfast and still, nor paid with mortal praise,  
But finding amplest recompense  
For life's ungarlanded expense  
In work done squarely and unwasted days."

—JAMES RUSSELL LOWELL.

Office of Publication  
Leader Building,  
Oklahoma City, Oklahoma



Editorial Office  
327 South La Salle St.,  
Chicago, Illinois

Single Copy 25c—Yearly Subscription \$2.00



### AMERICAN RED CROSS JUNIORS INSPIRING WORLD-WIDE FRIENDSHIP

There are nearly 6,000,000 members in the United States, each and every one a flourishing influence in forty-two other countries of the world. All these groups, whether separated by land or sea, are closely united through ties of common service and a constantly growing interchange of supervised correspondence between school rooms of the various countries. The Annual Roll Call of the American National Red Cross, held this year from Armistice Day through Thanksgiving—November 11-24—is for the development of much of this work of our Juniors as well as the many other services this great organization will be called upon during the coming year to render to humanity everywhere.

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# The American Teacher

Entered as second class matter Oct. 1, 1927, at the post office at Oklahoma City, Okla., under the Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Sec. 1103, Act of Feb. 28, 1925, authorized Nov. 3, 1926.

Volume XII, No. 3

NOVEMBER, 1927

Two Dollars a Year

## Gigantism In School Building

By HENRY R. LINVILLE

*President of Local 5, New York, and Member of the Editorial Board of the Union Teacher*

All who have seen at least the picture of the new sky-scraper in which is housed the University of Pittsburgh doubtless have been thrilled, or shocked, according to their understanding, or preference in such matters. For many years the principal of the De Witt Clinton High School in New York has had the distinction of being at the head of the largest high school for boys in the world. Although there have been 8,000 boys in this school for some time, they are scattered in one main building and five annexes, in various parts of the city. In other words, they are big, but they only sprawl. They had to be made to stand up, and be conspicuous and convincing.

The principal cast his eye over the landscape, and finally decided that a considerable body of land in the Jerome Park Reservoir tract would give the school its chance to have space for the gigantic building, and some left over. He found, however, that the member of the Board of Superintendents whose duty it was to pass on all school building plans, was not willing to approve plans for the structural monstrosity which the principal craved.

The principal was not to be denied. He had friends in Tammany Hall, and he proposed to use them, for had he not done things for them? In a short time the then President of the Board of Aldermen came out for big school buildings. In an address delivered on the opening of the new George Washington High School, where the corridor on each floor is one-half mile long, the President of the Board of Aldermen maintained that anything less gigantic than the school building about them would be unworthy of the Father of his country. The result of the intervention of the political influence of the President of the Aldermen was that the expert superintendent was forced to give his approval of the plans.

The plans of the new De Witt Clinton High School building were getting on speedily, and the contract was to be let in a few months, after which nothing could be done to stay the hand of the maker of giant school factories. Learning of the situation, the Citizens' Committee on New School

Building, which had been started by the Teachers Union Auxiliary in the Autumn of 1925 as the result of a previous study of several of the new, large school buildings, began to investigate the plans of the proposed De Witt Clinton building. The Committee conferred with Associate Superintendent Shallow, who for many years until his death early in the present year had charge of all school construction. From Dr. Shallow the Committee learned that it would be futile to try to have the plans changed unless a public hearing on the plans could be obtained. The Board of Education was asked to hold a public hearing, and finally on March 5, 1926, a hearing was granted. At this hearing, Dr. Shallow, true to his promise to the Committee, proclaimed his objections to the building monstrosity which was planned to house 7,000 boys. He charged the interference of politics, but President Ryan of the Board of Education could hardly believe that politics would show itself. It didn't seem possible!

Some well-known architects had given their names to the committee, and such educators as Professor William H. Kilpatrick and Prof. Franklin Johnson spoke at the hearing. However, on March 15th President Ryan wrote to the Committee stating that the Board of Superintendents, to whom the matter had been referred, had reaffirmed its purpose to go ahead with the plans as originally drawn. This was true to form. The Board of Superintendents finds it hard to confess error.

So, on March 25 and on April 8 the Committee appeared before the Board of Estimate, the controlling financial body of the city. At the request of the Mayor, the Committee prepared a comprehensive statement of its activities. It reviewed its work in making studies of school buildings of various sizes, studies in which the experience of principals were brought out. It went into details to show the great additional burdens which the gigantic school buildings put on principal, teachers and pupils. Not only did the Committee point out to the Mayor the excessive waste of time which large buildings induce, but it also made clear the fact that in large buildings individual responsibility of the boys and girls tends



to be lost, as individuality is obliterated in the impersonal mass.

Not until October, 1926, did the Committee hear from the report to the Mayor. Then it heard that as early as April 16th, an official group consisting of President Ryan, Superintendent of Schools Dr. O'Shea, Dr. Shallow, the principal of the school and others, had met and decided to modify the De Witt Clinton plans. They lopped off several features of the building, among which were one story, two wings, one auditorium, and gave up a certain pavilion plan. Incidentally, the number of seats was reduced by 1,365, and \$1,000,000 was saved to the city. The building is still too large, but the wave of gigantism in school building construction got a shock from which it may not recover. As an indication that the reversal of policy is permanent, the Board of Superintendents has adopted a resolution stating that the erection of five-story school buildings shall cease; only four story buildings may be erected hereafter.

"The normal child and normal adult alike . . . are engaged in growing. The difference between them is not the difference between growth and no growth, but between the modes of growth appropriate to different conditions. With respect to the development of powers devoted to coping with specific scientific and economic problems we may say the child should be growing in manhood. With respect to sympathetic curiosity, unbiased responsiveness, and openness of mind, we may say that the adult should be growing in childlikeness."—John Dewey.

#### GIVE THEM INTELLECTUAL LIBERTY

Radicals opposed to the rights of school teachers to intellectual liberty and free speech received a bloody nose when they went to listen to President S. S. Mencken of the National Security League. He said: "No man is good enough to do another man's thinking, and teachers, who are in the main hard-working, self-sacrificing, grossly underpaid public servants, should not be humiliated by being denied the rights of free thought and free speech."

Isn't there a world of truth in those few words? If any class of people should be able to stand on their own feet, hold their heads high, do their own thinking and have the right to express their opinions, it is the teacher. Humiliation such as some of our teachers throughout the nation are subjected to is bad for society, bad for the teachers, bad for the taught. We want no moulding of the minds of youth by sneaks or slaves.—Ashville Advocate.

#### THE TEACHERS' UNION SUMMER SCHOOL

Local 5, New York, carried on an experimental summer school from July 8 to August 31 on the property of Manumit School, at Pawling, N. Y. An evaluation of the experiment will appear in one of the November issues of the *Survey*. But for the benefit of those members of the American Federation of Teachers who may not see the *Survey* story a few words here will be necessary to show what kind of an experiment was carried on.

The Committee on Experimental Education of the Union has given several years to the study of the *new* or *creative* education. In 1923 it issued a carefully worked-out plan for the establishment of an experimental school within the New York City school system. The school authorities found that the school law didn't provide for such a school, and so, regretfully turned down the proposition. The Union has always been against breaking the law, reactionary suspicions to the contrary notwithstanding. We distributed large numbers of our experimental proposal, however, feeling that those school officials who read it would never be the same men again. That may, or may not, be.

Within the past year or two the Union has been working on the idea that the new education would have to enter the public school at least by the "family" entrance, if you know in 1927 what we mean. Out of that thought came the idea to establish a summer experimental school and conduct therein two schools, a junior of children organized into groups as in the regular private experimental schools, and a senior school to consist of public school and other teachers.

The school was planned and announced within a few months, and the children came in flocks. The student-teachers, as we called the members of the senior school, came in slowly. But finally they came, nearly twenty-five, which was a full house. They observed, held seminars, and studied to get the feel of creative education. There were seventy-two children. The staff consisted of four persons who acted as administrators in one or another specific function, five group teachers and three special teachers.

This fall the Committee on Experimental Education is holding a series of four conferences with members of the former staff of the summer school and a representative of the student-teachers for the purpose of determining whether the Union should continue the venture another year.

Communication is essentially an engineering problem—the transportation of an idea from one mind to another.—John M. Clapp, New York City.



## The Story of a Struggle for a Living Wage

By ABRAHAM LEFKOWITZ

*Vice President of the American Federation of Teachers, and Member of the Editorial Board of the Union Teacher*

In 1919 the morale of teachers had reached its lowest ebb. Mounting prices and stationary salaries had sapped their inclination to fight for a living wage. While hundreds were deserting the teaching profession, the representatives of Local No. 5, inspired by the aggressive and hopeful spirit of the convention of the A. F. of T. returned to New York and raised the battle cry of the St. Paul Convention: "Every teacher may not be worth \$2,000, but every child is worth a \$2,000 teacher." Union optimism and courage heartened the teachers and soon the Harmony Committee was formed. It inaugurated the salary drive which culminated in the \$35,000,000 salary increases for 1919-1920. This unusual struggle, which had for its battle cry S-O-S (Save Our Schools), the Harmony Committee united with the Federation of Teachers Associations or the Company Union which was dominated by the administrative staff and which, heretofore, had enjoyed a monopoly on teacher leadership.

One of the striking features of this campaign was the first emergence of the Union and the younger leaders as factors in this decisive struggle. The older leaders, who headed the educational company union, attempted to discourage the Harmony Committee. As their policy proved abortive, they turned their energies toward making the salary schedules as low as possible. When the representative of the Kindergarten-6B group asked for a \$1,200 minimum for her group, the Union representative on the Harmony Committee, still animated by the battle cry of the A. F. of T. fought for a \$2,000 minimum and succeeded in winning the committee to his point of view. And strange to relate, the legislature granted that group a \$1,500 minimum which the Federation leaders at first regarded as impossible of attainment.

The signal victory of 1919-20 would have satisfied the teachers had the 1913 price level been restored. The continuance of high prices led the Union once more to launch its publicity to rouse the teachers to the need for another salary campaign for the restoration of the purchasing power of the pre-war dollar. The Union, undaunted by the mocking of the Federation leaders, continued its publicity until

the High School Teachers' Association issued a call for a unification of the teaching force for the coming salary drive. Fortunately for the teachers, so confident were the Federation or company union leaders of the futility of the campaign about to be launched that with two or three exceptions, they ignored the call. The result was the formation of the Joint Salary Committee and its Executive Committee of Fifteen with its younger and more aggressive and untrammelled leadership. The Union was well represented in the first chairman of the committee. In addition its members headed the Committee on Statistics, on Publicity and other minor sub-committees. Illness forced Mr. Silberstein, the first chairman, to make way for Mr. William R. Lasher under whose leadership the teachers are marching to victory.

The Executive Committee of Fifteen of the Joint Salary Committee on which the Union had four members, followed the tactics and methods of organized labor, launched its excellent publicity program, mapped out its legislative activities and then inaugurated its aggressive campaign to rouse a sleeping public to the menace of having a discouraged and disgruntled corps which had to transform teaching into a part-time job to satisfy economic needs. So successful were their efforts, so overwhelming their youthful enthusiasm that without the active support of a single notable company union leader, and despite the dire predictions of seasoned political veterans, they succeeded in having the Ricca Bill passed by two successive legislatures only to have it vetoed by Governor Alfred E. Smith who was reluctant to force an added expense of \$14,000,000 or more upon New York City without additional state aid.

The Joint Salary Committee thereupon aided the Governor to bring about the passage of the Dick-Rice Bill which provided for additional state aid to the localities for educational purposes amounting to \$16,500,000 for 1928 and \$5,000,000 additional each year until 1931. The Republican Legislature passed the Dick-Rice Bill which the Democratic Governor promptly signed. New York City could no longer plead poverty as an excuse for denying teachers much-delayed salary adjustment since they

would receive from \$14,000,000 to \$19,000,000 from the state for such purposes.

The enactment of the Dick-Rice Law led Mayor James J. Walker and George J. Ryan, President of the Board of Education, to appoint a Committee of fifteen under the Chairmanship of Lincoln Cromwell. The Mayor's Committee of Fifteen recommended increases involving an expenditure of \$14,000,000. It embodied the single salary idea for the elementary schools and a super-maximum for additional cultural qualifications. The Mayor's Committee schedules involved a smaller expenditure than did the schedules of the Ricca Bill, fathered by the Joint Salary Committee, or the schedules of the Citizen's Committee under the Chairmanship of Robert E. Simon, which called for expenditures of over \$20,000,000.

The Union, led to believe that dilatory tactics were likely to be pursued, co-operated with the Joint Salary Committee in rousing social and civic organizations to the danger involved in delay. Months passed, the summer came and went and still the "do-nothing" policy of the Board of Education continued. The Board was no doubt studying the situation, but even busy business men who can devote only part of their time to this arduous and often thankless public service, could have had schedules ready on time because they had the work of the other three qualified committees to guide it. Delay began to exasperate the teachers, so the Union again took the initiative in demanding the publication of the schedules and a public hearing. Its leadership was followed by other organizations. But no schedules were made public though the item of \$14,000,000 had been incorporated into the educational budget early in the summer.

As October was approaching when the budget would finally be acted upon by the Board of Estimate, the Joint Salary Committee visited members of the Board of Estimate and were told that unless schedules were submitted by the Board of Education the \$14,000,000 item for teachers' salaries would not be approved. On October 5th, Acting Mayor McKee rebuked the President of the Board of Education for having failed to submit schedules and said a "shell game" was being played on the teachers. The result of Mr. McKee's attack was an immediate promise by President Ryan that schedules would be submitted in time for the Board of Estimate to adopt the \$14,000,000 budgetary item for increasing the salaries of teachers. As this magazine goes to press the victory of the teachers seems assured.

Throughout this struggle one significant fact stands out. In the salary struggle of 1919-20, Union co-operation was tolerated though deplored by the Federation leaders, even though its power was felt. In the present salary agitation Union representatives were voluntarily selected by the representatives of non-union teacher organizations, to represent the teachers in positions of leadership and responsibility. Its constructive proposals were generally adopted and its leadership and co-operation appreciated and warmly praised. The Union publicity, the co-operation of the New York State Federation of Labor and the Central Trades and Labor Council, the efficient work of labor's legislative representatives John M. O'Hanlon and Emanuel Kovalski, the influence of the eloquence and the ability of the representatives of Local No. 5 were greatly appreciated by the teachers and were recognized as a decisive factor in the victory about to be consummated.

The triumph of the Joint Salary Committee of teachers' associations in New York City will give a national impetus to the movement for giving teachers a cultural or, at least, a living wage. Victory is made possible because of the intelligent application of aggressive union tactics and united action of all teachers' organization except the Federation of Teachers' Organization representing the company union group. Once more teachers are learning that only through militant, union tactics can they achieve emancipation from economic want, from fear and from intellectual subservience.

#### THE OCTOBER CONFERENCES

The first week end in October Local 5 and its Auxiliary held its fourth annual conference at Hudson Guild Farm, Netcong, N. J., about 50 miles from New York. At these conferences the Union and its friends to the number of about one hundred-fifty discussed current educational problems, thus developing breadth of understanding and a critical examination of its beliefs.

This year Professor William C. Bagley of Teachers College, Columbia University, was a guest of the Conference, as also were Dr. William E. Grady and Dr. Arthur C. Perry, Jr., New York district superintendents, and Dr. Louis Marks, member of the Board of Examiners.

Thus, the Union increases its contacts with the enormous school system of New York City, and also meets our officials on a non-official basis. We find they are mostly good fellows after all. Some would even join the Union, if our Constitution permitted it.



## Pensions and Politics

By MABEL L. REES

*Teacher in P. S. 144, Brooklyn, and Member of the Editorial Board of the Union Teacher*

Until this July, the present pension law for New York City teachers, passed by the Legislature in 1917, has been satisfactorily administered by the Board of Retirement of seven members as provided for in the act. This summer, however, an attempt was made on the part of the four non-teacher members of the board to constitute themselves a "majority" within the meaning of the retirement law, ignore the teacher-representatives, and declare a "decision" of the board valid without an affirmative vote of any one of the three teacher-members. This unprecedented and menacing move was immediately and courageously met by the teacher-members of the board who at once engaged counsel and started suit to compel the city members to withdraw from their untenable and high-handed position. The issue precipitating the trouble centered about the election of a secretary and to make the situation clear it is necessary to quote two provisions of the law reading as follows:

"A Retirement Board of seven members is hereby constituted which shall consist of the following: the president of the Board of Education, the comptroller of the City of New York, two members appointed by the mayor of the City of New York, one of whom shall be a member of the Board of Education;—and three members of the Retirement Association elected from the contributors, (the teachers).

"The concurrence of the comptroller or of one member appointed by the mayor, of a member elected by the Retirement Association, and of at least two other members shall be necessary for a decision of the Retirement Board."

Just as vacation began, with many teachers already out of town, the secretary of the board (who is not a voting member but is the head of the office force with many important duties, receiving a salary of \$5,000 per annum) handed in his resignation to take effect at once. Thereupon the city members nominated as their candidate for the position a business man having no connection with the school system, and reputed to be the choice of one of the city's political associations. The teacher members nominated an efficient high school teacher

with a wide knowledge of pension matters. As the president of the Board of Education was absent from the meeting of the Board of Retirement the vote resulted in a deadlock, three to three, with the city members absolutely unwilling to meet the teacher members half way and agree upon a temporary secretary until the beginning of the fall term, which plan would have allowed ample time for a fair consideration of the qualifications of candidates and an opportunity to present the matter before teachers' organizations.

Within a week a special meeting was called and this time the president of the Board of Education was on hand to cast his vote with the non-teacher members for their candidate for secretary. The city members forthwith declared him elected, the chairman of the board, in defense of this declaration reading an opinion obtained between meetings from the corporation counsel (the city's legal adviser), stating that the term "decision" in the retirement law referred only to cases of specific retirements and that for administrative matters, the approval of one or more of the teacher members was not legally required.

Here, indeed, was a new and dangerous interpretation of a most important and specific provision of the law that the teachers had heretofore depended upon to insure them against any invasion of their pension rights. They had steadfastly believed that the city could adopt no policies, pass no decisions of any kind without the consent of at least one of their own representatives. If they were wrong in this contention, as pointed out by one of the teacher members, the retirement law was not worth the paper on which it was written. Henceforth it appeared there would be no need of securing the approval of the teacher members for the selection of an actuary any more than for a secretary, nor for the appointment of clerical assistants, nor for the adoption of annual reports, nor for the investment of funds, nor for many other administrative matters. Except for passing upon specific retirement cases, generally a routine proceeding as outlined in the law, the spokesmen of the thirty thousand teachers were reduced to figure heads with the entire control of the Teachers Retirement System in the hands of

political appointees, the teachers having no choice but to pay into the pension fund, as compulsory deductions from their salary checks are made every month. With about forty million dollars in the trust fund, over twenty-five millions of which is teachers' money and the memory of the bankruptcy of the former pension fund, (although the teachers retired under the same continue to receive their pensions and the present teachers were made some allowance for their contributions) the teaching force is almost a unit in its whole hearted support of their representatives in starting a tax-payer's suit, (in the name of one of the editors of the Union Teacher), to test the legality of the city's endeavor to run the retirement system without the endorsement of one or more of the teacher members of the board.

So far court action has resulted in signal victory for the teachers, the judge of the supreme court ruling that the word "decision" was unrestricted in the pension law and applied with equal force to every act of the board, requiring at all times the approval of at least one teacher member to make it valid and binding. The city has appealed the case and the attorney for the teachers has submitted a strong brief to prevent what he characterizes as a "gyp game" being put over on the thousands of members of the Retirement Association.

The teachers have every hope of winning their case and are willingly contributing to a defense fund to be used in defraying all legal expenses. The solidarity of their support is practically unbroken in spite of two abortive attempts on the part of "company union" leaders to embarrass the teacher representatives and mislead the rank and file. The first suggestion emanating from this source was made with the hope of lulling the teachers to sleep with a false sense of security. It was declared that no pension crisis existed, and that the question of the election of a secretary was a matter of small moment anyway. The collection of funds was discouraged and the teachers were advised to let the matter drop. The chief spokesman in this instance was one who had recently been made a director of a newly created educational department.

The second discordant note was sounded by a principal who is also a lawyer. He undertook publicly to point out to the teacher members on the Retirement Board that in as much as the suit simply restrained the newly elected "secretary" from receiving his salary that it would obviate all legal compli-

cations of administration, pending final decision of the case, if he were recognized as "secretary de facto." The teacher members were acting on the advice of their own counsel in refusing any and all official recognition of the so-called secretary's service and the board is now functioning on that understanding without any possibility of invalidating the suit.

If the teachers win their appeal, the law now financially sound and providing, on the whole, fair benefits for retirement, will be on a better basis than ever. The next move will be to establish more equitable death benefits for teachers dying suddenly while in service. By making a choice of optional benefits teachers who retire either for disability or service may make substantial provision for their heirs, but teachers unable through lack of time to comply with all technicalities of the law die "in service" and although they may have toiled for many years in the city schools, their heirs receive no portion of the city's contributions, with the exception of teachers who are entitled to service retirement after thirty-five years when their dependents receive a half year's salary.

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## AN ESTIMATE OF THE NEW YORK TEACHERS UNION AUXILIARY

September 14, 1927.

MRS. S. S. GOLDWATER,  
CHAIRMAN, BOARD OF DIRECTORS,  
TEACHERS UNION AUXILIARY,  
2 EAST 100TH ST.,  
NEW YORK, N. Y.

DEAR MRS. GOLDWATER:

I have been authorized and instructed by the Executive Board of the Teachers Union to send you a letter expressing the gratitude of the Union for the whole-hearted and effective support which the Teachers Union Auxiliary has given us in the five and one-half years of the existence of the Auxiliary.

As you know, the Auxiliary was organized in April, 1922, for the purpose of affording to the Teachers Union the concrete economic and social support of which the Union was in great need. The help the Auxiliary gave the Union was immediate and generous.

Important as has been the economic assistance given to the Union by the Auxiliary throughout these years, we believe that the social aid given to the Union's program for improving the physical conditions in and about the schools has been of still greater value. The study of the janitorial problem in the schools, and the publication of the pamphlet on this question has set a milestone in advance of anything that has been done in the same field. This work was altogether the work of an Auxiliary Committee. The campaign carried on to bring about the reduction in the size of school buildings brought a considerable success, far more than had been anticipated. The extent of the Auxiliary's accomplishment may be realized more clearly when it is understood that this success won the commendation of school officers who had tried in vain to stem the tide of big school building construction. The success of our bolder enterprises, such as the October Conferences, the fight for the professional rights of teachers in the three-teacher case, and the raising of a special ten thousand dollar fund, have been in large measure due to the ready application of the technique and the spirit of *savoir faire* for which the Auxiliary has come to be known.

Another fine thing for which the Auxiliary should be especially praised is its intelligence as shown in the acceptance of a situation in which the Union takes the initiative in the breaking of ground for the new order in education. Never has the Auxiliary shown a tendency to dictate a policy for the Union. The sole objective of the Auxiliary from the first has been to aid the Union, and never to dominate it either directly or indirectly. To preserve this gen-

erous attitude, and still to maintain its own character intact, is a sign of an uncommon understanding and of positive ability in leadership.

Most cordially yours,

HENRY R. LINVILLE, *President.*

## WHAT OUR CHILDREN LEARN

A number of new instruments of education have come into the field in recent years and some of the older ones have adopted new appeals to the interest of the young. The newspapers and magazines are now used in the schools, while tabloids, the funny page, the picture section, the movies and the radio offer their respective wares at every turn and corner. Is the child properly guided and guarded in the whirl of miscellaneous influences, or is he left to make his own selection from the sound, the sordid, the worthwhile and the superficial? In what direction are his tastes leading him?

With a view to ascertaining what our youth are interested in and how he satisfies his tastes, the Review of Reviews gave a test toward the end of the last school term. The test was composed of seventy questions relating to persons prominent in various fields, important political, social and economic events, subjects of public interest and photos of persons and various scenes for identification. The test was sent to all schools which requested it and large numbers were distributed. The results indicated clearly the potent influence of the movie, the tabloid and the sport column and showed startlingly the need of attention to the more sober but deeper aspects of current life.

Ignorance of basic facts and significant events is shocking. A large percentage of students state that they read only the funny page or sports section of the paper. High school students generally know who is governor of their respective states, but a small percentage do not possess even this minimum of knowledge. Edison was identified by the largest number, and Valentino, Mrs. Coolidge and Gertrude Ederle by smaller numbers in the order named, while Root, Hughes and Queen Marie fell hopelessly behind. The claim to fame of Ty Cobb, Aimee McPherson, Gene Tunney and Suzanne Lenglen is known to about one-third of those tested but Bernard Shaw, Leonard Wood and Parkes Cadman are below the horizon. President Coolidge's policies and the third term tradition are unknown and will have no bearing on his political prospects. Reparations are generally a mystery and to many Nicaragua is in South America, Mexico or Panama.

The interests of youth are obviously becoming more diverse, but can they not be directed more advantageously in school and home?

## Report of Committee on Education

*Eleventh Annual Convention of the American Federation of Teachers, Chicago, Ill., June 27, 1927.*

An explanation is due to the convention from the chairman of this committee. The plan devised for the standing committees was that each chairman should have as the nucleus of his committee a local group and in addition should have one member in each of the districts or sections where we have locals. The plan is good. Some chairmen have been able to follow it. The nature of the work of the education committee is such that it will always be difficult to keep the outlying members in touch with the work the main body is doing. But the value of the information that can be secured as to the status of educational thought and conditions in different parts of the country will be so great that another year a more persistent attempt should be made to make use of this plan.

This year we have been pioneering and have been able to accomplish far less than we hope may be possible another year. On account of heavy local organization work it seemed impossible to carry on the necessary correspondence to organize the country wide committee, hence the report as submitted is entirely the work of Locals 2 and 3.

As to the nature of the work to be done by the education committee, I quote the report of the Committee on Promotion and Organization of the Tenth Annual Convention: "It was agreed that the Committee on Education should study and make recommendations to each convention concerning educational experiments, practices and tendencies in the field of education, whether of a constructive character or otherwise. Not only should this committee concern itself with such experiments as the junior high school, intelligence tests, the work-study-play plan, creative activity, etc., but it should examine the results of current educational practices in whatever way they may be observable."

This is an admirable agenda, but a very heavy undertaking for a group, all of whom are carrying the usual heavy work of the class room teacher and most of whom are burdened with heavy local organization work. The committee accepts the program as an ideal toward which future committees should work. It presents the report of the first committee very humbly, as a short start toward that goal.

Some obligations were placed on the committee by the resolutions of the last convention and some arose from the fact that the American Federation of Labor has concerned itself with certain educational innovations on which they have a right to have an expression of our views. With these the committee concerned itself first.

Resolution No. 2 in the form adopted by the convention, called for a committee to study the possibilities and the feasibility of founding an experimental school to be owned and operated by the American Federation of Teachers, and directed that this committee study the methods whereby the enterprise may be financed—such plans to be reported at the 1927 convention.

The committee finds that the establishment of such a school would require a generous endowment fund since such a school to be valuable and to secure recognition in the educational world, must continue its experiments over a period of some years. The committee doubts whether it would be possible to secure such an endowment fund unless a full time field worker could be financed. Should the financial condition of the American Federation of Teachers warrant the organization in putting such a worker in the field for this purpose, it might be feasible to undertake such an enterprise. The difficulty of securing funds for greatly needed organization work, as shown by the secretary's report, makes the plan seem impracticable at present.

Resolution No. 7 calls on the American Federation of Teachers to confer with the Educational Committee of the American Federation of Labor on some feasible plan for making the findings of the experiments carried on at Manumit and at Brookwood available to all. Our representative on the Education Committee of the American Federation of Labor reports that up to the present time nothing definite along this line has been done. Reports on some phases of the work of these schools have been reported from time to time in publications of the American Federation of Teachers.

The committee believes that another year an evaluation of the methods used at these schools and their adaptability to public schools might profitably be made by one of the eastern locals that can come into direct contact with the teachers and the schools. The committee, working entirely from reports, finds the conditions of these schools so different from those which we face in our crowded city schools, that it was unable to vision their methods applied in a typical city school system. We hope, however, that they may prove pathfinders in new educational methods and that the American Federation of Teachers may have a part in giving the benefits of their findings to the less happily situated public schools.

A resolution adopted by the convention as a substitute for Resolution No. 1 called for an investigation of the Institute for Research in Land Eco-



nomics and Public Utilities, an organization affiliated with Northwestern University and under the directorship of Dr. Richard T. Ely.

These two resolutions came from the Chicago locals. A similar resolution calling for an investigation of this institution was passed by the convention of American Federation of Labor. Several conferences have been held by your committee with E. R. Derrickson of the Order of Railroad Telegraphers who introduced the resolution in the convention of the American Federation of Labor.

Your committee, after investigation, submits the following findings and recommendations:

The American Federation of Teachers has always vigorously defended academic freedom, and your committee believes that a peculiarly dangerous attack on academic freedom is involved in the present conduct, control, and financing of this institute. The American Federation of Teachers believes that unbiased research and the scientific method honestly used offers the best hope for sound solutions of our social, economic, and political problems, and that anything which must discredit the agency of scientific research in the public mind is blocking progress at its source. Your committee finds that the Institute for Research in Land Economics is so misusing the conception of research, and the offense is the more serious and far-reaching because it inescapably involves a great privately endowed university. There is not sufficient compensation for those concerned in the intellectual integrity of higher education, in the fact that the institute had previously left a great publicly supported institution, the University of Wisconsin.

This serious charge is based on the violation of a cardinal principle of scientific research, open-mindedness, the avoidance of pre-conceived, fixed ideas. The scientist may set up a hypothesis, but when it becomes an obsession, he ceases to be a scientist. The following is an example of this advance determination of what the "research" is guaranteed to show. In 1922, early in the history of the institute, Professor Ely published the "Outlines of Land Economics," three base books, as the groundwork for the future research which would result in an announced fifty volumes. On page 117 of Vol. 3 is found, "If regulation of size of land holdings is needed, this should be brought about by other methods than by taxation." In Ely's pamphlet, "Taxation of Land," published the same year, on page 47 we find, "If regulation of the size of land holdings is needed, this should be brought about by other methods than by taxation—Let us get the facts first and then undertake the proper regulation, *but not by taxation.*" (Italics ours.) He may be right—we are not here

concerned in any theory of taxation—but closing the door in advance to any solution, however distasteful or wrong that solution may seem to the director of the institute and his trustees and backers, vitiates any claim to disinterestedness, and degrades research to the level of special pleading.

In view of this spirit it is not surprising to find the President of the National Association of Real Estate Boards, Robert Jemison, Jr., saying under the caption Research in his annual report to his organization for 1926:

"The Institute for Research in Land Economics and Public Utilities of which Dr. Richard T. Ely is the head and which is now affiliated with Northwestern University, has undertaken to make an extensive study of the taxation of urban land values. This is one of the great problems with which we are vitally concerned. An impartial, scientific survey of the facts in this connection, will, we believe, help us to convince the nation, in a manner which our own statements can not do, that real estate is bearing more than its just proportion of the tax burden. Moreover such a report will emphasize the social and economic results of our present tax policies in a manner which will lift the discussion of the question far above any mere consideration of dollars and cents."

Mr. Jemison's frankness did not go so far as to add that a still greater advantage in the affiliation of the institute with a great university lay in the opportunity to influence the minds of thousands of students who would carry the predetermined results of supposed research stamped genuine by a great university, into the schools and communities of every section of the nation.

Nor is it surprising to find that while the institute receives from Northwestern University the use of valuable facilities, it is also largely financed by private foundations and organizations, among them the National Association of Real Estate Boards—nor that last June the National Association of Real Estate Boards doubled its dues for the avowed purpose, among others, of aiding research and education.

Your committee desires to avoid any misunderstanding. It is not questioning the sincerity of Professor Ely's convictions, nor the right of the organized real estate interests to finance research. The growing control of research by private endowment creates a complex social problem, which, happily, this committee is not called on to solve, but we gladly grant that scholars of high integrity may and do legitimately serve private foundations. But the issue here is one of a masquerade under false colors. We have an institute affiliated with Northwestern University, and vouched for by Northwestern as a gen-

uine institute of research. This institute is largely supported by private groups, and it is obvious that much of that support would cease the moment the announced results of the research ran counter to the economic interests of those groups. The law of self-preservation may be presumed to operate in the case of institutions and even institutes. Certainly with the handicap of so equivocal a position, research can not gain and maintain the confidence and respect of the public. And this unnatural union of university and research in the interest of supporting groups, must react disastrously on the university. It seems to your committee an acute and insidious form of a disguised control of higher education.

The committee recommends that the American Federation of Teachers use all available means to secure adequate publicity for this report.

This concludes the report on the resolutions of the Tenth convention referred to this committee by the Committee on Promotion and Organization.

Another question on which the committee felt constrained to take a position because of the interests of the American Federation of Labor, was that of the junior high schools. Local groups of the American Federation of Labor have taken divergent positions on the question of this form of organization of the intermediate grades. The question at present is in the hands of the Education Committee of the American Federation of Labor, which has reported progress in the investigation of the subject, but made no recommendation at the last convention.

Your committee reports that it has made a careful study of the junior high school movement in the United States, its genesis, its progress in various cities, the criticisms that have been directed against it, and the defense that has been offered to meet these criticisms. The committee acknowledges that it has been greatly aided in this investigation by having at its disposal the preliminary study of the subject made by the Education Committee of Local No. 2.

The following points are submitted as stating the position of the American Federation of Teachers on junior high schools:

The Federation recognizes that the junior high school is still an experiment. It believes, however, that it is an honest effort to meet justifiable and searching criticism of the traditional school organization.

It believes, moreover, that this type of school is not inherently dangerous or undemocratic, and that it can be a factor of high effectiveness in the training of our youth. But it recognizes that there is a danger that this type of schools can and may be used to the injury of democracy, and that in some cities it has been so misused.

It recognizes that in too many junior high schools are the same undesirable features which are common to the elementary and to the senior high schools, and against which the Federation has protested and still protests, i. e., over-crowding of shops and class rooms, over-large classes, over-regimentation.

The Federation holds that it has an imperative duty to watch the development of the courses of study of these schools, and their administration, in order to give warning of the beginning of any dangerous tendency if such should appear.

The question of the use of intelligence tests in the schools is also one with which labor bodies have concerned themselves. Your committee finds that the value of these tests and the uses to which they may legitimately be put, are still debated questions among educational experts.

Dr. Joseph K. Hart in his valuable work, "Adult Education," quotes President George B. Cutten, of Coalgate University as saying some years ago: "If present hopes and expectations are realized they (i. e. the intelligence tests) will result in a caste system as rigid as that of India, but on a rational and just basis. It must inevitably destroy universal suffrage by cutting off at least 25 per cent of the adults, whose intelligence is so low as to be impossible of comprehending the significance of the ballot."

In contrast with this view, we find Doctor William C. Bagley drawing a very different conclusion from his study of intelligence tests. We quote from Dr. Bagley's "Determinism in Education."

"These papers deal with the old problem of heredity vs. environment—a problem now brought into the very focus of social significance, by the mass of appealing and plausible evidence drawn to the support of the hereditarian hypothesis from the results of the so-called intelligence tests. The papers set forth certain facts and arguments that tend to discredit the fatalistic implications of this evidence, and, by the same token, to confirm and justify the two hypotheses upon which, in the writer's judgment, a rational faith in democracy must rest: 1. That education, far from being merely an expression or concomitant of intelligence, plays a positive and indispensable role in the development of intelligence and; 2. That, perhaps in a limited and yet in a very real sense, education *does* operate as an equalizing force among individuals of varying degrees of native endowment,—in short, that education is (or can be made) in some measure a 'leveling up' process."

Another significant statement is cited by Kilpatrick in his Source Book in the Philosophy of Education. He quotes Leonard Powers in the N. E. A. Bulletin of Elementary School Principals of 1923.

"Eventually our schools will, in certain respects,



resemble great manufacturing plants. The achievement tests will become accurate gauges of the educational (manufacturing) processes. In each subject the children will pass through a given number of tests in as definite and sequential an order as the steps in a manufacturing process. The standard tests will measure the accomplishments as the machine products are gauged. Each process within each subject will be mastered before an advance is made. Each process will be taught by an expert, automatic devices and machines used where possible.

"The achievement tests compel the child to aim each educational effort at one object where we are now aiming at a flock. For a certain definite and limited time, each child will attack his own specific difficulty after the application of the tests has shown him what that difficulty is. The children will be grouped in such a manner that all who are overcoming a specific obstacle concentrate their efforts upon it at the same time."

Whether this statement was made by Mr. Powers seriously or, as satire, it calls attention to dangerous tendencies toward regimentation and mechanization which are prevalent in our educational movements, and in which the intelligence tests are being made to play an important part.

The committee recognizes that some value may be derived from dividing pupils into groups based on ability in doing certain types of work, but feels that the reliability of tests so far devised is an open question. It feels that if such classification be made on the basis of intelligence tests great flexibility in passing from group to group should be preserved and that the experience of the teacher with the pupil should be the ultimate deciding factor.

The American Federation of Teachers through its educational committee and its locals should be on guard against the introduction of methods which either unconsciously or by design lead to mechanization, regimentation and limitation of opportunity to individual children or to groups of children.

The committee wishes to direct the attention of the American Federation of Teachers to the plight of two classes of underprivileged children. The attention of the committee was called to the situation of the crippled child by the report of the Research Bureau. This report, combined with further investigation by the committee, shows that of our 48 states only 15 have legislative provision relating to the education of the crippled child and of these 15 only 10 have legislative provision for surgical treatment and care necessary to make such education possible.

The committee's study has been convincing that education and vocational training for the crippled

child is humanitarian and can in many cases "make tax producers out of potential tax consumers."

The committee is also convinced that the necessary education for these handicapped children requires that provision be made for medical, surgical and institutional care. Hence it desires to recommend that the American Federation of Teachers and its various locals strive to bring this matter before the legislatures of their respective states, and to interest labor and other local and national organizations in securing the legislation necessary for adequate educational opportunities for this class of children.

Your committee also finds that the educational opportunities of the children in most rural districts is so inadequate as to constitute a severe indictment of our nation, and to be a leading cause of illiteracy and other social and economic dangers.

Our investigation has found that the inability of many districts adequately to finance their schools has resulted in short compulsory school year, in some states as low as four or five months, and low requirements for teachers. We find that boys and girls just out of the eighth grade are often employed as teachers and that professional training among rural teachers is rare.

Some states are making notable advances through methods of consolidated schools, state aid to poor districts, and raising educational and professional requirements for teachers.

The American Federation of Teachers, though largely composed of city locals, should not be indifferent to this injustice to children and this menace to our nation, but should urge upon its locals that they inform themselves upon the conditions in their several states, and seek to interest all forces in their states in the matter of improving the rural schools.

The committee finds many movements in education to which it could not give an adequate study this year. It recognizes that teachers also are subject to the common faults of humanity, among the most disastrous of which are suspicion of that which is new, fear of that which disturbs the established order, and disinclination to study faults in that which is and possibilities in that which might be. We feel that the American Federation of Teachers is composed largely of that element in each school system to which these criticisms are least applicable. Its members are usually that leaven which must leaven the whole.

It therefore, recommends to the sympathetic but critical study of individual members and of educational committees, of such modification of traditional curricula, subject matter and methods as tend toward allowing the child more individual development and

toward developing in him social awareness and civic conscience.

Respectfully submitted,

Education Committee.

Lucie W. Allen, Chairman,

Jennie A. Wilcox,

Charles B. Stillman,

Nell Peterson,

Leo Klinge,

Ada Zarbell,

Lucy Schact,

Geo. W. Tanner,

Lillian Ackerman,

Edward Davis,

Anna Henry.

### RED CROSS MEMBERSHIP AS A LINK WITH ACTIVE DAYS OF WAR SERVICE

November 11, 1918—November 11, 1927; nearly ten years. The past year thoughtful people everywhere have meditated on the fact this is the tenth anniversary of America's entry into the World War, that the coming year will be the tenth since we emerged from that conflict to shift our frenzied war activities into the more measured pace of normal life. There are few material links connecting us with those days. The vast uniformed forces which were camped everywhere have merged into the personnel of shop and office, coming and going with the rest of their fellows. Only one group of that army still stands apart; they are the disabled.

There are still other reminders of war days; the special occasions when the American Legion parades, and the Annual Roll Calls of Red Cross Membership, which have taken place each year from Armistice Day to Thanksgiving since the war. Not everyone can belong to the American Legion, that privilege is reserved for those who served in the uniformed ranks of the Nation in war. But there is one service which is universal, one through which the great majority of the American people in war time rendered one of their obligations to the country and to their sons; through membership in the American Red Cross. Many of its war-time members have never permitted themselves to be demobilized from that service. For many thousands of others each year, the Roll Call, which this year is from November 11-24, is an opportunity to identify themselves once more with an organization of humanitarian helpfulness to the whole world, and the demand for whose services is as strong each year as it was ten years ago.

Originality exists only when it is unconscious.—  
*Boulanger.*

### WE, THE TEACHERS, MEET

"To promote the cause of education and to elevate the character of teaching throughout the world; to cultivate international good will and to promote the interests of world wide peace. For this the World Federation of Teachers' Education Associations has been organized.

Four years ago, in San Francisco, representatives of teacher groups from throughout the world met and decided that it would be wise, that it would be universally profitable, if in some way, those, who in the class room should inspire and cause to have developed a sense of social responsibility, could meet and know each other and know each other's problems. And so, two years ago in Edinburgh there was born this World Federation of Education Associations. Much of the time in Edinburgh was taken up with the forming of the organization and with the formulating of the organization's constitution. But a spirit was there, a something which made each teacher from each country feel that his was a sacred trust, and that that trust demanded that he truly know his fellow men and that the children with whom he came in contact know their fellow men. When we know folks we like them better; we trust them more. And so, we are more loathe to fight them.

And then, this August the World Federation of Education Associations met again; this time in Toronto. The Canadian Teachers Federation was our host; a delightful host it was. These Canadian teachers made us feel that we were indeed welcome guests, and more than that, that they were happy to have us there to plan this great project in which we are all so deeply interested. There's a sincerity about the Canadians—often a rugged sincerity—which seemed to find expression in everything they did or said. We thank them for letting us know them better; we thank them for having made it possible for us to know them on such a delightful work-play occasion.

Of primary interest to all the delegates were the reports of Herman-Jordan Committees. There are five of them. Each concerned itself with a particular approach to the relation of education to peace. A significant characteristic of the reports of these committees was that they were all practical. We are so wont to "play with the idea of peace," as Wells says. The recommendations from all these committees, however, contained specific recommendations which are thoroughly practicable.

Dr. P. W. Kuo's committee on Education for International Understanding and Peace presented a report containing a number of specific recommendations,



including such projects as "the making of a comprehensive survey of the ways by which organizations are seeking to cultivate world-mindedness through geography, world civics, history, literature, sports, modern languages, special programmes and special days, books of good will, visual education projects, borderline conferences, correspondence among school children, educational exchange and other methods of value to teachers;" "the publication and distribution of periodic reports and special bulletins regarding new developments in methods of promoting international goodwill" and other similarly important far reaching plans. Dr. Laura Ulrich's committee on the Teaching of History proposes to continue its analysis of history text books. The gross historical inaccuracies, the alarming amount of racial and national prejudices, the preponderance of space given to war rather than to peace activities; the slighting, often to the point of omission, of vast social movements, like the labor movement, the woman's movement—are grave faults revealed in even a mere cursory analysis of history text books now in use in the schools throughout the world. Truth, the whole truth, in history text books! A big piece of work at which this committee is to continue its work. The menace of military training in our schools to our educational as well as to our social standards was pointed out in the full report of Mr. E. J. Sainsbury, Chairman of the committee on Military Training and Military Preparedness. Deploring the present tendency to excessive military training, Mr. Sainsbury's report urged the eventual substitution of sports and exercises for disciplined military training. A number of delegates, however, wished the resolution adopted by the Federation to embrace in full the spirit of the purpose of the Federation, and therefore sought to have adopted several amendments to the report of this committee when that report was presented. They raised the question as to why the resolutions called for the removal of military training in civil educational institutions only for boys under eighteen years of age. There were objections also to the resolutions which put the Federation on record as urging the "eventual removal of all unnecessary armaments." It was held by the "opposing forces" that the support of a resolution urging the "eventual" removal of "unnecessary" armaments left the Federation in a rather negative position. A portion of this report, after much discussion, was held over for consideration at the next biennial conference. Dr. A. E. Marty, chairman of the committee on the Study of

Methods and Instruments Used to Settle International Disputes Without Resorting to War, included in her lengthy and comprehensive report the recommendation that a special conference be called for evolving some practical means for giving special preparation in the various teacher training institutions of the world, which preparation would aid in inculcating a spirit of international brotherhood; a recommendation that the Federation advocate and promote in schools and colleges the study of international civics including especially a study of methods and instruments already in operation to facilitate international economic and political co-operation and friendship, and a recommendation that steps be taken at once to investigate the practicability of an international language in realizing the aims of the Federation. The report of the Committee on Special Arrangements for Training Youth in World Amity, presented by its chairman, Mr. Daniel Chase, reported on specific special arrangements for training youth in world amity, including such media as international school correspondence, exchange of school children, international athletic sports, the world hero contest, and the world citizenship league.

A world gathering is a tremendous thing and the program of this organization was so vast, so all-inclusive, that one would be awe struck by simply looking at it. We doubt whether even Bacon who would "take all knowledge for his province" would presume to take in all the meetings of the World Federation. In fact those who planned the program very definitely did not intend that any one person should take in more than a wee bit of the program, for there were given simultaneously twenty odd good programs. To do justice to any one of the group discussions which had been arranged, or rather to enable one to understand and appreciate any of these group discussions, demanded one's full attention and denied him the opportunity and privilege of enjoying any other section.

Trade unionists, to whom education never did mean simply the three R's, to whom education did and always must be the means by which and through which social adjustment in its broadest sense is effected, were interested in the section of the World Federation of Education Associations which was known as the section on "Social Adjustment—The Relation of the School to the Community." There were three meetings in this section. The first concerned itself with the subject: "To what extent, and in what manner is the cultural tone of a com-

munity reflected in the school and interpreted by it?" We, Americans, are hard hit by this question. Our culture is practical; our schooling still painfully humanistic.

This meeting was presided over by a bobbed haired girl from China, and somehow that in itself tells a story. Miss Grace Li, the daughter of a former Chinese president, the product of a rich oriental culture and of a thorough occidental training in American colleges, a brilliant young woman who now will be given an opportunity in her own land to make use of all those rich endowments which she possesses, presided. In her introductory remarks, she told briefly of the tremendous struggle for adjustment which her country was at present undergoing: What should be kept; what should be changed; what should be taken on? Let China decide that for herself!

The kaleidoscope was whirled. The girl from ancient China introduced the representative from Mexico, Senor Motzes Saenz, under secretary of education from Mexico. Dr. Saenz's talk will later appear in full in some of the labor papers. Here, we can but say that the vast and sweeping changes which have occurred and are occurring in Mexico are significant not only politically, but far more so socially. A people suddenly awakened to the degree that they *want* education! An educational department awakened enough to know what education is! No, they are not taking a somewhat crude Mexican Indian and "educating" him by making him learn the three R's first, and asking him to meet the college entrance requirements as the next step. They are educating him by letting him develop along his natural lines. Basic sanitation, social ministrations of a primitive sort, that is where he starts. And of course with it he starts painting, modeling—that growth of feeling, of spirituality, which every human must have. Yes, in his education it is remembered that he has a soul, and that that soul must have color and expression for its true development. An old civilization—an old Indian civilization somewhat maladjusted, perhaps, by a transplanted Spanish culture and by a pseudo efficiency imported from the north of them—is being allowed to develop along its natural lines and is recognizing that it is distinct. The Indian remains an Indian and is not forced to adopt the culture, the manners and "souls" of others, but is allowed to develop with his own.

And from Mexico we are taken by Mr. Rajarem V. Gogate, representative of the native state of Armah,

to his homeland, India. The family as an institution in social development, not in a conventional sense, but rather in a broad social sense, was Mr. Gogate's approach. He plead for a recognition of the social value of family life. He deplored Fordized industrialization which denied the worker a soul, which robbed the individual of spirituality, and which in so doing completely disrupted the family of its true social functioning. He pointed out that there were industrial plants which ground out matter, and paid in dollars and cents a salary which the world often misconstrued as being high, but that in reality this Fordized industrialism which boasts of its wages, grants but a false gift, a pseudo return, a few shekels of no real value. Such "improvement" India does not want! Such "progress" at such a price must be fought in India! "Cannot my people," he asked, "be discriminating in accepting what you offer? Can we not assume that some of the things that you offer us may not be valuable to us and therefore should not be accepted? Must we assume that what you offer us is right and best simply because you westerners offer it to us? May we not work out our adjustment for ourselves in our manner, slowly but in keeping with our cultural tone?"

The second session was given over to a discussion on "What efforts have been made and are being made to effect Social Adjustment in Industry Through Education?" The presiding officer, of course, was a trade unionist. Who else could preside properly at a meeting at which such a question was to be considered? Mrs. Florence Curtis Hanson, secretary-treasurer of the American Federation of Teachers, presiding officer, in her introductory remarks told of Labor's contribution to the development of the public school in America and of the mission and purpose of the union in which she carries her card, the Teachers' Union.

The discussion was opened by the presentation of an historical treatise. Mr. Fred Mander, president of the National Union of Teachers of England, spoke on "The Relation of the School to Industry." With characteristic British thoroughness and precision, an extremely interesting and valuable presentation of actual facts was given. Facts make an excellent starting point for any question, and Mr. Mander's data with their scientific correctness and logical arrangement were just what a fact finding body, such as this world gathering of teachers is, earnestly desires. Following Mr. Mander, Mr. C. M. Ripley of the General Electric, told of the educational work



which his organization was attempting. He pointed out how little is known of the organization itself and its functioning, and how much better it would be if more could be known thereon.

And then came Spencer Miller, secretary of the Workers' Education Bureau of America. An interesting picture of the American labor movement, a truly eloquent interpretation of American labor philosophy, a sympathetic analysis of Workers' Education and all that it means—this was Spencer Miller's job; and it was a job beautifully done!

Paul Hansen of Denmark gave us a picture of the Danish folk high school. When we think that Denmark has an educational movement which is really functioning, schools which are not simply restrictive institutions, but places of true learning and development—Workers' Education in its real sense—we see why Paul Hansen fitted in so well on this program. Miss Gertrude Wilson, industrial secretary of the Y. W. C. A. of Buffalo, in telling of the splendid industrial work of the Y. W. C. A. made one realize the very effective Workers' Education the Y. W. is conducting. She made one realize full well what an active group of women in a non-sectarian quasi-religious organization really can do! A good example for men's organizations, this Y. W. C. A. work, might well be.

The third session concerned itself with the subject, "What methods and educational technique can best effect a richer, truer, and fuller interpretation of life?" The presiding officer, Mr. Frank Hoare, a member of the Executive of the National Union of Teachers of England, was chosen to preside, not only because the group of which he was a representative has vitally interested themselves in this question, but also because he, himself, an English Laborite, is sincerely and actively interested in this question. Our Dr. Joseph K. Hart spoke on "Our Revolutionary Public Schools," in which, with tremendous force and vividness he plead for a different, unregimented form of education. The Toronto press in commenting on Dr. Hart's speech deplored the fact that a speech so constructively revolutionary should not have been heard by many, many more.

And then Dr. Otto Tacke, representing the German teachers, told most interestingly of how their schools are financed in a way more pleasing to both the citizenry and the school people, and of how school councils composed of the representatives of the city's officialdom, of the parents, of the teachers, and of

the pupils, form a joint council which determines the policy of the schools, and then conducts them in keeping with that policy.

Israel Mufson, secretary of the Philadelphia Labor College, and known to us trade unionists as one of the most capable and efficient men in Workers' Education, in a delightfully informal manner spoke on "The Conference Method in Education." It is the method of Brookwood, where Mr. Mufson got so much of his training. It is the method being adopted by practically every forward-looking educational institution and educational group. It is the method which recognizes the individual and which concerns itself with an appreciation of events and experiences and not with isolated, disconnected facts.

Mrs. H. P. Plumptre, a member of the Toronto School Board, told of the traveling school of Canada. We Americans may well profit by the example to the north of us. When we realize that 21 states in the Union exempt a child from attendance at public school because he lives too far from a school, it is well for us to remember that in Canada, a far more sparsely populated country, the child who lives far from the city and the town is not being handicapped and penalized because his is the life of the frontier; no, the school is brought to him. Let's follow that example!

A vast program in which a large number of labor people participated; a program bearing the message of organized labor, and so, of course, a social message.

To attempt to report on twenty odd sections would be impossible. Rich and interesting were the papers presented in every gathering. Encouraging was the report in the Illiteracy Section on the reduction of illiteracy in many places; disheartening was its report on the vast amount of illiteracy still to be found in the world. Just what will the Federation do about this, just what *can* the Federation do?

The tremendously interesting talk of Dr. Dorian Feigenbaum, the celebrated Viennese psychiatrist and psycho-analyst, given before the section on the Education of the Behaviour Problem Child; the importance of the recognition of the psychical as well as the physical health of the child as discussed in the section on Health Education; the difficult problem of developing a "technique" in character and moral education; a concrete analysis of some of the actual problems incident to the preparation of teachers for promoting international co-operation and good will; the work of Parent-Teacher—Home School Associa-

tions; a discussion of the problems of the rural school and the rural community in which "our" Paul Hansen of Denmark (how we should like to adopt him) took such a prominent part; the development of the Nursery School; and many, many other vitally important, highly significant discussions. MUCH! MUCH! MUCH! Did we take it in? No one could really take in all of this. How much did we digest? How much will be assimilated?

Take the question of the motion pictures. We all admit the high potential educational value of the silver screen, but what are we, the teachers, actually, practically doing to see that the screen is used for education and not for false propaganda? When pictures appear, as we all know they do appear, tending to arouse racial prejudices and national hatred—pictures showing our country in preparation for war with some country with which we are at present at peace (and just such pictures, we know, were shown last winter)—what do we *do* about it? What did we do about it? What will we do about it? Resolutions, alone, mean nothing. Let us carry out our resolutions.

And do we really appreciate that grave responsibility which is ours? Dr. Thomas Jesse Jones, Director of Education of the Philph-Stokes Fund, who has just returned from Africa, deplored the futile faith in artificial education and plead for a re-definition of education which would be based on an appreciation of truly social values. He pointed out that the Occident must reform its educational leadership. "Sixteen per cent of the world's population is determining the methods and objectives of education for the remaining 84 per cent," he told us. A tremendous challenge and a tremendous responsibility. Are we ready for it?

But this is our job. Meeting folks and knowing them is a very happy experience. Meeting folks when one's hosts provide for magnificent trips to nature's wonder land, and for luncheons, dinners, garden parties, concerts, and pageants, which in themselves are a glorious vivid feast of color and music, as did the Canadian teachers in co-operation with the very hospitable Toronto government, made for us a happy week. We thank our hosts because from this occasion we have enlarged our vision and enhanced our ever earnest desire to work, and work hard, for the full realization of these glorious ideals for which the World Federation of Education Associations was founded.

#### A. F. OF T. REPRESENTATIVES AT THE W. F. E. A., TORONTO, CANADA, AUGUST 7-13, 1927

Selma Munter Borchardt is the vice president of the American Federation of Teachers and its legislative representative. She is also chairman of the Legislative Committee of the Washington Branch of the Women's Trade Union League. Born in Washington, D. C., and educated in its public schools, she took her A. B. and B. S. at Syracuse University, and her post graduate work at Johns Hopkins and the University of Chicago. After teaching and supervising in the rural schools of Maryland, she joined Local 8 of the A. F. of T. For two years (1922-1924) she was delegate from the Women's Trade Union League to the Washington Central Labor Union, and a member of the legislative committee. She has served as representative of the A. F. of T. on the Women's Joint Congressional Committee and the National Council for the Prevention of War. She is a contributor to the Washington Trade Unionist.

Laura Puffer Morgan, a charter member of the Washington Educational Union, Associate Secretary of the National Council for Prevention of War, spent the summers of 1924 and 1925 in Europe, studying social and political conditions affecting international relations and the European peace movements. She visited England, France, Norway, Germany (including the occupied areas of the Ruhr and the Rhineland), Czecho-Slovakia, Austria, Switzerland and Holland, where she had personal interviews, not only with the leaders in the peace movements, but with statesmen and diplomats, such as President Masaryk of Czecho-Slovakia, and his daughter; cabinet officers, various members of Parliament and the Reichstag; leading industrialists and workers' representatives. In England she had the unusual experience of speaking on the peace movement before a specially invited gathering in the House of Parliament.

She attended the Biennial Conference of the International Federation of University Women in Christiana, the World Federation of Education Associations in Edinburgh, and a number of other international conferences in England, France, Germany and Switzerland. In the summer of 1925, after making a study of the League of Nations through the Institute of International Relations at Geneva, Mrs. Morgan



was present at three sessions of the Assembly of the League and a session of the Council.

During the past summer, she attended the Williamstown Institute of Politics, being a member of the roundtable on limitation of armaments.

Mrs. Morgan's work for world peace follows several years of active work with war-time organizations. She arranged the first Women's Liberty Loan Conference in Washington. As a member of the War Service Committee of the Association of Collegiate Alumnae, she established a national home for College Women in government service.

At the time of the Washington Conference, Mrs. Morgan organized under the auspices of the National Council, a series of international forums designed to acquaint the public with the problems being dealt with by the Conference. Immediately thereafter she took up legislative work for the Council.

Mrs. Morgan's interest in peace is largely concerned with education. She has been a teacher in both public and private schools and was later adjunct professor of mathematics in the University of Nebraska. She has recently completed a term as member of the Board of Education of the District of Columbia.

As one of the legislative representatives of the American Association of University Women, Mrs. Morgan has served on the Women's Joint Congressional Committee since its organization, an experience which has fitted her well for legislative work in connection with the peace movement. For two years she was chairman of the Women's World Court Committee, composed of representatives of 17 national women's organizations, which conducted an active campaign in Washington for the adherence of the United States to the World Court. In October, 1925, she made a tour of colleges and universities in Nebraska, Kansas and Colorado in co-operation with the World Court campaign of the Council of Christian Associations.

Jennie A. Wilcox was one of the organizers and the second president of the Federation of Women High School Teachers (Local 3), Chicago. As a teacher of history, her life has been devoted to the study of constitutional government and the championship of human rights. For more than thirty years she has, through her popularity and recognized scholarship, literally moulded characters innumerable.

"One of the most loyal and generous friends and sage advisers the American Federation of Teachers

has had the good fortune to have," wrote Mr. Stecker in one of the A. F. T. Bulletins; and added (she) "has attended nearly all the conventions and has been a member of the Executive Council for several years, until she found it necessary to resign." And this active interest has always had in it the quality of parenthood, for she was one of the organizers of the National Federation. In the beginning she helped determine its policies, as she had the policies of her own local. And never has the impulsive or snap judgment of others swayed her thoughtful balance.

Some of the reforms for which she has stood in the Women's Federation are fair salaries, the sabbatical year, better teaching conditions, limiting the size of high schools to 2,000 pupils, and teacher participation in determining educational policies through elective school councils as part of the school administration. She has given active aid to workers' education, and has fought for academic freedom. The Women's Trade Union League counts upon her co-operation. Last year she retired from teaching.

Dr. Sarah A. Wallace, of Washington, D. C., alternate from the A. F. of T. to the World Federation meeting at Toronto, has been active for years in women's activities and in the labor movement. She has been a member of the committee on education of the local Women's Trade Union League, a member of the Board of Directors of the local Trade Union College, a delegate to the Central Labor Union, and, for some time, a member of its Committee on Education. She is, moreover, active in the Women's City Club, and in social and philanthropic work.

In addition to her teaching, she has been faculty adviser for the school's publication and has inspired the editors to produce a paper of real value. A brilliant scholar, her work for a doctor's degree won high commendation.

Florence Curtis Hanson came suddenly into prominence in Chicago Local No. 3 when, by a sweeping campaign for members, she raised her own school from a place of insignificance in the Women's Federation to one of the foremost in point of numbers and ability. It followed as a matter of course that one responsibility after another was laid upon her. She showed a winning personality, a level head, and a remarkable capacity for work. Shortly she was made president of her federation as well as of the Chicago High School Teachers' Council. She became prom-

(Continued on Page 29)

# The American Teacher

Democracy in Education      Education for Democracy  
Published Monthly, except July and August

Official Organ

THE AMERICAN FEDERATION OF TEACHERS

Office of Publication, Leader Building, Oklahoma City, Okla.

Editorial Office:

327 South LaSalle Street, Chicago Illinois

FLORENCE CURTIS HANSON, *Secretary-Treasurer and Editor*

At the time of expiration, a bill will be found in the copy. Subscribers are requested to give prompt notice of changes in address.

Remittances should be made in postal money-order, express order, draft, stamps or check.

SUBSCRIPTION PRICE, TWO DOLLARS FOR THE YEAR  
FOREIGN \$2.10—SINGLE COPIES, 25c

Advertising rates made known on application.

*Nothing is needed but collective effort—Our poverty, our restraints, our infections and indigestions, our quarrels and misunderstandings, are all things controllable and removable by concerted human action.*—H. G. WELLS.

## SEEING OURSELVES

We are over half way through our twelfth year as the American Federation of Teachers. This is not a long time, but long enough for us to have thought out the value of our experience.

We like to think that we are a part of the labor movement. But to some of us this idea once seemed to oscillate about the fancy that joining with labor meant coming into contact with greasy overalls. And then we turned clammy! But possibly the era of silk shirts for workmen has seemed to counteract the clammy thought, and we have been saved. And yet, there was something very much in the economic order that brought us into the labor movement.

In spite of our petty, scholastic snobberies, we went in with the thought that we would immediately better our lot. In the beginning there were few who joined for any other reason. If the result of joining the American Federation of Teachers had been an immediate increase in salary for every person joining, it is conceivable that our membership would now be 500,000, or some such number. As a matter of fact, very little happened at once in the increase of salary movement that could be ascribed to mem-

bership in the national organization. As a result, our membership dropped rapidly by the withdrawal of the "disillusioned" brethren.

It was just as well, for now we who have gone through the experience of the past twelve years realize a number of things that no one could have predicted beforehand. We are aware of the fact that by joining the labor movement and placing ourselves in its intellectual environment, we gradually took on the manner, the spirit, and the real attributes of professional self-respect. We found ourselves making what in our former miserable attitude of mind would have been ridiculous demands.

The old-timers among us will remember how in the National Convention of 1919, we enthusiastically seized upon the suggestion of an Atlanta delegate that we demand a \$2,000 minimum wage, on the theory that public school children are worth the care of at least \$2,000 teachers. We New Yorkers came home and soon thereafter were deep in the local campaign for salary increases of 1919-20. In one of the meetings Local 5's representative sprung the \$2,000 surprise. Most of our fellow teachers in the company unions who were not dazed were amused. "Who ever heard of such a thing?" they chortled. But our disturbing representative kept on. As the campaign came upon rough going, the other leaders began to attack our man for making the teachers appear like grafters. The point of view of these company union leaders was that, since the then minimum for elementary teachers was \$900 a year, \$1,200 was quite enough. We were adamant, and in spite of themselves the elementary teachers were granted \$1,500 as a minimum and the high school teachers \$1,900.

Without knowing it, the New York teachers have taken to heart the lesson we gave them. Three years ago we were instrumental in starting the Joint Salary Committee, a body made up of representatives of all classes of teachers and supervisors in the entire school system. The very tactics of this group, and the careful, thorough, nay, militant, program of this Committee came to be pretty nearly what Local 5 made them. The Committee has fought its way through three sessions of the State Legislature. Although it has met defeat each time either from unfavorable vote by the Legislature or by veto of the Governor, yet it has stirred the understanding of the whole state. Finally, the Dick-Rice bill was passed at the last session of the Legislature, and \$14,000,-



000 were made available for the increase of salaries for New York City teachers. The city perennially stubborn and willful in matters of dealing fairly with its teachers is now in the final throes of doing the inevitable in adopting a schedule of teachers salaries which go into effect January 1, 1928.

Incidental to the recent three-year campaign, we have ceased to stress the raising of the minimum, and have adopted the policy of raising the maximum. In the long run, that is what counts. Those who were dazed by \$2,000 in 1920 would have passed out on hearing of the bird (to be) in the hand of \$4,650.00, the super-maximum available to New York City high school teachers in January. Yet this increase does not measure the loss in the purchasing power of the dollar due to post-war depreciation. This very statement is menacing to the attitude of mind that demands rest. But we are not satisfied yet; we may come back.

There was a time when the opponents of unionism among teachers talked impressively about "professional dignity," and the like. President Gompers touched on this feeling at one of our meetings (1915) preliminary to unionizing, in answer to a teacher who asked if he didn't really think it was undignified for a teacher to join a union. He replied that he thought it was, if dignity was tied up with the notion of being satisfied with one's lot.

We didn't make good in 1918 and 1919, when our membership was large, in delivering the goods as many expected we would. But we have developed the driving, confident spirit that seems to be the social by-product of being a part of the labor movement. Trade unions from the beginning, through their efforts to aid their own members, have actually set up standards of far-reaching social importance. So have we. The teachers of the company unions, as well as those who stand for nothing at all, have benefited by our efforts, and we do not begrudge them their good fortune. For it is thus that we all progress socially.

The only question is on the score of professional dignity. Do we want to be the power that moves the wave, or the chips that are carried along on the surface?

Education is the eternal and divinely significant process of superior adjustment to and control of the intellectual, emotional, and volitional environment by physically and mentally developed free conscious human beings.—*Herman Harrell Horne.*

### TEACHERS' UNIONS—WHY?

The American Federation of Teachers is the national professional organization of classroom teachers chartered by and affiliated with the American Federation of Labor. I say an organization of classroom teachers. One of the chief oppositions that the American Federation of Teachers has met with has been because it is an organization of classroom teachers. This opposition has been among old line educators who fear any innovation originating with the teachers themselves, rather than with administrative officials. Teachers' organizations have proved futile, both in cultivating solidarity within the profession and in obtaining for the rank and file, more satisfactory conditions of work and a better economic status. It seems clear that the forms of association likely to succeed are the fighting units which assert themselves and which are able to develop leadership among the teachers of the "line" rather than among the administrative officers set over teachers by extraneous authority. The American Federation of Teachers is better able to develop in the teaching group as a whole, the qualities needed for resistance to repression in the freedom of teaching than is any other organization now in the field, because it has originated among the classroom teachers and because it recognizes the distinction between "the staff and the line."

The usual type of school organization is autocratic, all authority originating at the top and extending down through the upper reaches of the hierarchy, the classroom teachers through whom any school functions having a negligible voice. Such a hierarchial system is destructive of freedom, honesty of thought, spirituality. We stand therefore, for the voice of the teacher. Our preamble says:

"We believe that servility breeds servility, and that if the schools are to produce free, unafraid men and women, American citizens of the highest type, the teachers must live and work in an atmosphere of freedom and self-respect."

The real and fundamental reason for opposition to teachers' unions is none of those usually given; any opposition is only incidental to the real one which is the recognition of the certain power and strength and influence that comes to the teacher through union. If teachers form a social club, a bridge club, a dancing club, even a study club if the subjects of study are determined for them, will there be opposition? Teachers are frequently encouraged to organize into local groups but discouraged from forming unions. The reason is so clear that I hesitate to

mention it. One is futile and dominated by administrators; the other is strong and free. Unionization will give the teacher a power and recognition in school policies which he never had before. Why is it that the non-teaching bodies recognize this and the teachers themselves do not? Why did the American Legion concern itself so actively with the resolution of the American Federation of Teachers against military domination of education and say nothing about a similar one of the N. E. A.? They know *we* will put it over. The fact is that unionization makes the teacher a real power. It is the only organization that stands for the voice of the teacher and that makes it possible for the voice of the teacher to be heard in educational policies.

And therefore we have an opposition to the American Federation of Teachers in something of which we think we have most reason to be proud—our labor affiliation which is the outgrowth of our vision, our social consciousness, the spirit of social idealism which has been the driving force in our movement from the beginning. Where shall we turn to find a constructive social force to which our spirits respond? What organized body of citizenry is on record for the highest social and educational ideals? There is but one answer, organized labor.

Our labor affiliation is sometimes misunderstood by those who have a distorted conception of the labor movement, who are ignorant of organized labor's splendid record in the development of our public schools, and who do not realize how completely the American Federation of Labor is built upon the principal of autonomy of the constituent organizations. The American Federation of Teachers conducts its affairs democratically through annual delegate conventions, absolutely without dictation or interference of any kind.

Do you remember what John Dewey said?

"Why is it that teachers who have not had to live by the labor of their hands nor suffered the privations and difficulties of many of the members of the trade unions, have found it necessary in the time of need and extremity to turn for active support, not to manufacturers' associations and bankers' associations and lawyers' associations, and the so-called respectable elements of the community, but have had to turn to these bodies of organized labor? I think that is cause for shame and humiliation on the part of the so-called respectable classes; but I think on the other hand it is a source of pride and self-respect for the members of these labor unions and is a reason why every teacher should feel proud to be affiliated with labor unions."

Minorities lead the world, and the world knows them not until long afterward.—John Burroughs.

## TEACHERS ENJOY ABOUT AS MUCH FREEDOM AS GOLDFISH AND CANARY BIRDS

(*Adam Coal-digger, in Springfield, Ill., Miner.*)

Another class of workers badly in need of organization is school teachers. And by organization I do not mean mambede bambede burial or mutual admiration societies, but militant labor unions commanding fear and respect. The teachers are supposed to educate the future citizens in the ways of freedom and democracy, but as far as they themselves are concerned, they enjoy about as much freedom as goldfish and canary birds.

In proof thereof I submit the following case: The other day the 22-year-old principal of schools of the benighted burg of New City, New York, was bounced by a pious school board. During the trial it was brought out that the young educator had increased the academic efficiency of his school 200 per cent in one year and that in all respects, save one, his conduct was all that it should be. Well then, why bounced?

\* \* \*

Ah, this promising young educator had committed the unpardonable sin of walking the streets of New City with one of his pretty school marm a little too often to suit the busybodies of the community.

From walking on public streets in broad daylight, to sitting on a front porch in moonlight, to holding hands in a dimly lit parlor, to kissing in the dark, it is only a few steps and we all know where these things lead to. Anyway, marriage usually has its beginning in walking together, holding hands, kissing in the dark and similar iniquities.

\* \* \*

Our young principal had not yet hit the bottom rung on the ladder to perdition. In fact, he was still in the first, or walking on the street in broad daylight, stage. But, what of it? The good people of New City had experience and imagination. They could figure out where it all would end. In their mind's ear they heard Mendelssohn's Wedding March and in their mind's eye, they saw, perhaps, even a baby buggy. So Holden was fired in a nice letter in which the school directors informed him that while he had been an excellent teacher and had committed no greater offense than walking on the street in broad daylight with a pretty school marm, he'd better hunt a new pasture to stop the wagging tongues of New City, N. Y.

Now, the point is that if the young Holden had been an ice man, bookkeeper, street car conductor, hod carrier, steeple climber, paperhanger or button-hole maker, nobody would have paid the slightest attention when he paraded the streets of New City with that pretty school teacher. Most normal young



people walk with members of the opposite sex on occasions. Some even hold hands, sit on front porches and kiss in the dark, as preliminaries to the main bout which happens to be the perpetuation of the race. But school teachers must not do these evil things. Only celibates, total abstainers from the joys of life and slaves can bring up our children in the ways of righteousness, freedom and democracy.

So, I say, what the school teachers of the land of the free need above everything else, is a rip-snorting labor union to protect their right to life, liberty and the pursuit of happiness. Without such a union, they are but abject slaves of the community and I can think of nothing sadder than slaves as teachers of a supposedly free people.

#### 7,000 SCHOOL CHILDREN KILLED IN HIGHWAY ACCIDENTS; TEACHERS ASKED TO COMBAT TOLL.

School teachers of the United States have been urgently requested to co-operate in a national campaign designed to reduce the number of child lives lost on the street and highway each year. The annual number of casualties involving school children now reaches the alarming total of 250,000, with the annual fatalities surpassing 7,000.

The principal causes of accidents to children are playing in the streets and crossing intersections in violation of traffic regulations. School teachers are asked to deliver a series of short talks on highway safety, explaining the necessity for the observance of traffic regulations and warning the child against playing in the streets. The school teacher must shoulder a large part of the responsibility for the safety education of children. Teachers may render a real service through the devotion of an hour or more each week to lessons in safety, and by tactfully securing the interest of the pupils in the problem of highway safety.

Safety education of the child should have three distinct objectives: First, the discouragement of playing in the public street; second, the discouragement of crossing at intersections when traffic is moving in the opposite direction; and third, the instillation of an habitual courtesy and caution and the creation of a desire among the children to safeguard each other.

Care must be taken in making talks to the children not to present dangers of the street in a manner that will arouse the natural bravado that pervades every young spirit. Talks should stress the importance of the hazards and the honor accruing to those who refrain from creating them. Particular cases of negligence should be noted and the assistance of parents requested where it is warranted.

It should be remembered that every accident, however serious or trivial, brings sorrow and unhappiness to one or more of our American homes. In the five years ending 1927 more than 4,000,000 homes have suffered as a result of careless and discourteous conduct on the public thoroughfare. By the practice of courtesy and caution; construction of wider streets and highways; removal of grade crossings; and by the enforcement and observance of traffic regulations, the safety problem may be reduced in importance.

Starting October first, every school teacher is urged to devote at least one hour each week to the safety education of the pupils. The first effort should be to get each to sign the safety pledge issued by the American Road Builders' Association, in return for which the child will receive a membership card in the Highway Safety Club. This card will serve as a constant reminder to the bearer and will be furnished by the Association without cost to each signer of the pledge. A copy of the pledge printed on this page may be pasted on a sheet of paper and each child permitted to sign beneath after a careful reading. Its meaning should be explained by the teacher.

#### CHILDREN'S PLEDGE

"Wishing to do my part in removing from every home the suffering, sorrow and unhappiness caused by street and highway accidents, I promise that I will practice courtesy and caution whenever on the streets or highways; that I will not play in the streets; and that I will not cross the street without first looking in both directions. I will urge other boys and girls to become a member of the Highway Safety Club."

Sign Here

Address

(Sign and return to American Road Builders' Association, Washington, D. C. A Highway Safety Club membership will be mailed free.)

Our day's work is in the main directed to the immediate aspects and demands of the struggle, but we cannot act wisely nor fully understand the meaning of the hour in which we live, unless we keep in mind the underlying cause for these conditions and the fundamental principles of justice. Today, as yesterday, "where there is no vision the people perish," and today, as yesterday, the spirit must be born to see the vision, to hold it, to live and die for it.—  
MARGARET DREIER ROBINS.

## BOOKS

*In the highest civilization the book is still the highest delight.*—EMERSON.

**PUBLIC OPINION AND THE TEACHING OF HISTORY IN THE UNITED STATES**, By Bessie Louise Pierce. New York, Alfred Knopf, 1926.

The public has seen so much discussion of history textbooks and historians in the daily press that the public's mind is nothing short of "scrambled." Such a book as Professor Pierce's ought to be as welcome to the average citizen as it has been to the teacher of history, for it is objective, fair, and authoritative. If the public is seeking only one sided accounts of historical personages, events, and movements, then this book is not for them; but if the public has any desire for the truth of history, as one desires the facts about a business investment or about one's health, to such this book will give reliable and amazing information.

Part I discusses the statutory regulation of the teaching of history—regulations beginning in the United States about one hundred years ago—although regulations for teaching date to colonial times—and continuing until the present when great stimulus has been given by public controversies over the teaching both of science and of history. During the World War there were many charges of disloyalty against teachers, charges continuing in some places at present.

Part II discusses the activities of propagandist agencies. This section of the book will not surprise teachers, who have known of these activities, but it will amaze the man who has not had an immediate contact with the educational system. Such a man might well read in connection with this part Norman Hapgood's *Professional Patriots* and J. F. Scott's *Menace of Nationalism in Education* for one sort of propaganda. All sorts of groups have tried to regulate the writers of history text books and the teachers of history. There are controversies over wars—for the guns are still roaring at Bunker Hill, the Civil War was not closed at Appomattox, and the World War was not stopped by the Armistice; religious disputes still rage with the bitterness of the sickening fights of the seventeenth century; our national groups cry out when one of their heroes is omitted in a book for, forgetting that we are Americans, they are trying to boost, each, his own

nationalistic virtues; and there are quarrels over economic problems as bitter as the other disputes, for some men are consciously fighting for the control of social wealth and some vaguely hear the rumbles of the battle and full of fear are being drawn into the fray. In all the differences each group wishes its own interpretation of history taught in the schools. One wonders where the American will emerge from this confusion. "O Mouse," cried Alice, "do you know the way out of this pool?" The logical conclusion of all this censoring by all sorts of groups is that might alone makes right. Then what becomes of our ideals of tolerance, freedom of discussion, love for our neighbors? "How can you possibly know anything about yourself if you won't hear a word about yourself unless it's praise," asks a character in a recent novel.

Professor Pierce's book is not partisan. Facts and authorities are there for all to read. *Public Opinion* is an admirable, courageous piece of investigation and of writing.

LUCIE H. SCHACHT,  
Chicago Normal College.

**MAKERS OF FREEDOM**, by Kirby Page and Sherwood Eddy. George H. Doran Company, New York, 1926. 311 pp. \$1.50.

Would you like to sit down for two evenings and enjoy the companionship of eight great men and women who have eternally benefited humanity by winning freedom for their fellow men at some challenging crisis in history?

In this well-written book of 300 odd pages the two most influential liberal leaders of the young men and women of America have set down the inspiring story of William Lloyd Garrison's struggle against slavery; Booker T. Washington's heroic efforts to liberate his race from ignorance and poverty; Francis of Assisi's sacrifice to free the world from materialism; Martin Luther's fight for freedom from ecclesiastical bondage; John Wesley's remarkable victory for freedom from the moral and spiritual insensibility of his day; Keir Hardie's fight for freedom from social injustice; Susan B. Anthony's half century's contest for freedom from man's domination, and Woodrow Wilson's appeal for freedom from international anarchy.

The outstanding fact in the lives of all of these *Makers of Freedom* is the tremendous sacrifices they made to overcome the ignorance, indifference and opposition of the so-called wise and respectable and politically powerful people of their day. When Garrison launched his fight against slavery, the clergy-



men of both the North and South were arrayed against him and "statesmen" of both sections denounced him as lunatic and criminal. Booker T. Washington had to remove a mountain of prejudice before he finally won the good will and respect of the white leaders of the South. Francis of Assisi, Luther and Wesley all found the ecclesiastical authorities of their day arrayed against them until by a courageous appeal directly to the hearts of the people they started moral and spiritual revolutions which won greater freedom for their fellow men. How incredible it seems that Susan B. Anthony should have been stoned and booted and reviled less than fifty years ago for demanding such a conservative reform as woman's suffrage, now taken for granted in every civilized land.

The story of these Makers of Freedom shows how truly the progress of the race is bought by the suffering and sacrifices of a few consecrated leaders—how the rebels of today become the saints of tomorrow, even as La Follette, maligned as a living prophet of political righteousness, was eulogized as a matchless patriot only a year after his death.

On the whole these biographical sketches are exceptionally well done, even though the dynamic personalities of these freedom-seeking leaders of the people are somewhat restricted by the authors to conform to six arbitrary divisions for each career. This limitation is especially blighting to the story of Keir Hardie, the great-hearted Scotch miner who founded the British Labor Party and focussed the attention of the Empire on industrial wrongs. We miss in this biography the glowing fire of deep moral earnestness, the prophetic wrath against social injustice, and the consuming love for his fellow men, that made Keir Hardie the greatest British labor leader of the last generation.

With the conclusion of the authors regarding Woodrow Wilson we cannot entirely agree. The tragedy of his career—the colossal failure at the Paris peace conference in the face of unprecedented opportunity to make a new and better world—cut him just short of the personal greatness and immortality that his ideals deserved. Certainly never within the history of living men were the peoples of the world aflame with such lofty longings for abiding world peace—and never were they so grievously disappointed.

*Makers of Freedom* concludes with a brilliant chapter on the present struggle for social, economic and political freedom and the dangers that make this struggle both difficult and heroic. The book ends on a high note with constructive suggestions for individual action, and contains in an appendix a biblio-

graphy of the most challenging recent books pointing the pathway to freedom and justice. *Makers of Freedom* bears an invaluable message for the young people in your home whose ideals of life are now being formed, and should be equally inspiring for all of you whose minds are still young.—The Locomotive Engineers' Journal.

### ADULT EDUCATION VERSUS WORKERS' EDUCATION

A 95-page pamphlet, "*Adult Education versus Workers' Education*," has just been issued, containing the proceedings of the 1927 conference of teachers in workers' education held at Brookwood in February. It includes discussion of the meaning of adult education by Nathaniel Peffer and of workers' education by Arthur W. Calhoun, a survey of the educational situation in Great Britain, France, Germany and other European countries; a paper on "Can Adults Be Educated," by Harrison Harley with discussion by A. J. Muste, Israel Mufson, John P. Troxell and others; a description of the educational work of the Y. W. C. A. and Bryn Mawr summer school for women in industry; and a discussion of education versus propaganda by A. Lefkowitz, J. H. Randall, Tom Tippet and Algernon Lee.

The pamphlet, issued by Brookwood Local 189, American Federation of Teachers, may be obtained for 50 cents.

This is the fourth in the series of conference proceedings. Others are "*Promotion and Maintenance of Workers' Education*" (1926), "*Mass Education for Workers*" (1927), and "*Psychology and Teaching Methods*" (1924). The three together are priced at \$1.00.

### EQUIPMENT AND SUPPLIES, NURSERY-KINDERGARTEN-PRIMARY

Published by the International Kindergarten Union. Price 50c a copy, in lots of 25 or more, 35c.

The pamphlet lists all approved furniture, constructive materials, toys, pictures and books for nursery school, kindergarten and primary grades; also the names and addresses of publishers, manufacturers, and distributors and the prices of most of the articles.

Suggested equipment for a nursery school of twenty children is outlined, also for a kindergarten of thirty-six children and a primary grade of the same size.

This publication is the result of two years study and research by the committee on equipment and supplies.

# A. F. T. RESOLUTIONS AT A. F. L. CONVENTION

The following resolutions were submitted by the American Federation of Teachers at the Los Angeles Convention of the American Federation of Labor.

I. "Whereas, There have been adopted in many localities measures which seek to prevent the teaching of factative data and the examination of theories in the natural social sciences in our public schools and colleges, and

"Whereas, Such restricted measures are a serious menace to our American traditions and our American constitutional principles, for they deny the right of freedom of thought and freedom of speech; and

"Whereas, There is in these restrictions on academic freedom also a serious menace to the basic democratic principles upon which our government is founded, for such restrictions imply the right of those temporarily in control of the machinery of state to determine the social, political and religious views, not only of the community as then constituted, but also, the right to prevent future citizens from forming their own views on these subjects; and

"Whereas, Such academic restrictions are fundamentally unpatriotic in principle, unsocial in practice and unsound in educational theory; therefore, be it

Resolved, That the American Federation of Labor, in convention assembled, does oppose in principle the enactment of any legislation or regulation which would seek to prevent the teaching of true facts and the examination of theories in the natural and social sciences in our public schools and colleges; and, be it further

Resolved, That it does pledge its active support to fight such un-American attacks upon our schools.

Referred to Executive Council.

II. "Whereas, The great flood disaster has left many of our people homeless and in dire need; and

"Whereas, Immediate relief may minister to the physical needs of these stricken people; and

"Whereas, The general help which we feel the federal government should and will give to these poor people, may be delayed; and

"Whereas, The schools and school children have suffered tremendously by this disaster; therefore, be it

"Resolved, That the American Federation of Labor, in convention assembled, pledge itself actively to work to secure general federal aid from congress for the sufferers in our devastated areas; and, be it further

"Resolved, That we work immediately to secure federal aid in building up the schools, and in securing the general re-establishment of the public school

system in these areas to the end that permanent harm may not be done to the citizens of tomorrow as well as those of today. Concurred.

III. "Whereas, The American Federation of Labor has always stood for democracy in education and vigorously opposed the carrying on, in our public schools, of propaganda to advance the special interests of a few; and

"Whereas, There has been established in Northwestern University in Chicago, under the direction of Prof. Richard T. Ely, an 'Institute for Research in Land Economics and Public Utilities'—which Institute, though financed by the National Association of Real Estate Boards, railroads, public utilities and other private corporations, declares itself to be impartial and disinterested in its activities; and

"Whereas, The American Federation of Teachers, after a full and careful investigation finds that this institute is hostile to the best interests, not merely of the wage-worker but of the farmer—that it is carrying on in our educational institutions, under the cloak of disinterested research, propaganda against the further taxation of land values and other natural resources speculatively held—measures which the A. F. of L. has long favored—and propaganda in FAVOR of the further taxation of sales of goods and articles for consumption—measures which the A. F. of L. has long opposed; and

"Whereas, The American Federation of Teachers has further found that this institute, having started out with fixed and preconceived conclusions detrimental to the working classes and advantageous to the corporations supporting it, is misusing the conception of research and masquerading under false colors; therefore, be it

"Resolved, That the American Federation of Labor in Annual Convention-assembled in Los Angeles, Calif., October 3 to 15, 1927, join with the American Federation of Teachers in condemning the Ely Institute for Research in Land Economics and Public Utilities as unworthy of the confidence and trust of the American people; and, be it further

"Resolved, That all local and affiliated bodies of the American Federation of Labor put forth every effort to have all text and reference books prepared by the Ely Institute barred from the tax-supported schools, colleges and universities of the United States." Non-concurred.

How can the cultural life, how can the spiritual life, be promoted to that higher standard that the Creator intended if the body is to be given to ceaseless toil in the whirl and noise and strain of a modern factory?—*William Green.*



## SOCIAL ADJUSTMENT AT THE WORLD CONFERENCE

Perhaps no session of the Conference of the World Federation of Education Associations created greater interest or caused more comment than that conducted by the Committee on Social Adjustment, or the Relation of the School to the Community. Of this committee Miss Selma Borchardt, Legislative Representative of the American Federation of Teachers at Washington, was chairman, and due to her residence in the capital of the United States where contacts with representatives of all nations could be more easily made, to her, chiefly, fell the important task of preparing the program and securing the speakers.

This program, contributed by representatives of a dozen different nations, was exceedingly rich and varied, and it is deeply to be regretted that this brief article can present only a bird's-eye view, as it were.

At the opening of the session held Tuesday morning, Miss Grace Li of China, after being introduced by Miss Borchardt, presided in a very pleasing and able manner.

The subject of the morning was: The Cultural Tone of the Community—How Reflected in the School and How Interpreted By It, and Senor Motzes Saenz, Under-Secretary of Education in Mexico, told of Mexico's problem and how she was trying to solve it. Her problem, he said, was mainly one of social adjustment, due to two causes: first, that two thirds of the population were Indians, many of whom had inherited a very old culture and civilization which could not be overturned and a European culture forced upon them without demoralizing, if not disastrous results; secondly, that the Indians had been exploited for centuries and forced to occupy a very low economic status in comparison with the white descendants of the original conquerors. Now many of the leaders in the educational movement in Mexico were trying not to obliterate the existing Indian culture, but to use it as a basis for developing, in a simple, natural fashion an Indo-Latin culture, so to speak. He further asserted that the labor movement, which has had a phenomenal growth in Mexico, is now getting strong enough to stabilize the country, i. e. avoid strikes and other disturbances which would hinder or destroy this forward movement in education.

To illustrate, he told how artists had investigated and discovered the basic principles underlying Indian painting and designing and were using these prin-

ciples as a foundation upon which to build present day art. He brought with him and distributed a number of books containing the results of efforts made both by children and by adults, conducted by teachers, often in mere sheds or in the open air in the rural districts or little villages of Mexico. This method, Senor Saenz declared, is being applied to literary culture as well as to art.

Mr. Rajaram Gogate, chairman of the committee on Education of the Hindustan Association of America, in his address pointed out the striking difference between the concept of the family in the orient and that in the west. In the east the chief support of civilization is considered to be the family, while in the west it is the individual that occupies that position. The family prepares the boy or girl for further responsibilities in the community or state, while in the west a strong individualism prevails. The attempt, therefore, of the east to substitute a western civilization often ends in failure. The west can aid the east but the east should evolve its own methods of co-ordinating the home, school and industry and not permit industry to undermine the family as it has done in the west, nor allow its methods of education to develop a selfish individualism.

Mrs. Florence Curtis Hanson acted as presiding officer at the session on Thursday, devoted to the subject: Efforts now being made to effect social adjustment in industry through education.

The first speaker, Mr. Fred Mander, president of the National Union of Teachers of England and Wales, reviewed the school system of England and gave a brief outline of attempts to educate the 400,000 children turned out of the elementary schools each year. Wide disagreement exists as to the most desirable curriculum for the different types and classes of children, in other words, how best to carry out the theory that "education and industry are not two separate things, but it takes both to make up life."

Mr. C. M. Ripley spoke upon, "The Corporation School" as it has been developed by the General Electric Company of Schenectady, New York, and pointed out its many advantages.

Mr. Spencer Miller, Jr., Secretary of the Workers' Education Bureau of the U. S., gave a brilliant and forceful talk upon the Educational Activities of the American Labor movement, strongly emphasizing the idea that the worker must be educated for leadership in his own class, not as usually happens, out of his class into a "white collar job." He must know the relation of his own industry to the economic needs

of society as a whole; in other words, he must have some grasp of the entire industrial system and understand its methods and get rid of the idea that he is a menial and a lower order of being because he works with his hands.

To carry out this new ideal of preparing the worker for his place in the larger social and industrial whole, not merely must there be a change in educational content, but a new method must be devised—a new technic of teaching evolved.

As if to supplement Mr. Miller's address, Mr. Mufson, director of the Philadelphia Labor College, spoke upon the conference method in education the next morning and the many good results obtained from its use in that institution.

Miss Lucy Carter, who was scheduled for an address upon the Educational-Industrial Program of the Y. W. C. A. was absent, but the subject was well handled by Miss Wallace, an able substitute.

Mr. Paul Hansen, director of the International College at Elsinore, Denmark, gave a most interesting sketch of this unique experiment. This new college had eighty students the past year coming from all parts of the world. Mr. Hansen became very popular among the delegates of the conference and addressed several sections. The Farmers' Union of Canada has secured him for a lecture tour next summer.

Mr. Frank Hoare of the National Union of Teachers of England and Wales presided over the third and last session which was given over to the consideration of the question: By what technique or method can the school effect a truer, richer and fuller interpretation of life.

Dr. Joseph K. Hart, associate editor of the "Survey" and the recently chosen head of the department of education of the University of Wisconsin, was at his best and literally held his hearers spellbound as he dissected our modern educational system and laid bare its most serious faults. His address might well have been entitled "J'Accuse" instead of "The Revolutionary Public School," so little did he try to extenuate the gradual mechanization of the educational process, and so pitiless was his arraignment of the standardization of the product.

He reviewed the evolution of the public school from the days when the pupil of seventy-five years ago obtained only five per cent of his education in the school to the present time when we have sepa-

rated the schools from life and fondly believe that they "prepare the pupils for life."

"Due to the growth of large cities and the need for mass education," he asserted, "education has become increasingly mental," while we are being manipulated by experts with very little help towards finding the way to develop in the pupil a complete, rounded personality.

Now the school child reads about the experiences of others, but never regards his own experiences as "real life"—that is to be lived at some time in the future when he has finished his education.

In the days of the pioneer, said Dr. Hart, the child shared the experiences of the rest of the family and was easily inducted into the life of the community. The problem of education today is not necessarily to imitate or go back to the past, but to reintegrate education, so that we shall not produce so many human failures—produce so many with "the hunchback mind:" and that must be done by interpreting the educational process, not through the mind alone but in terms of the child's total experience in a genuine community.

Dr. Otto Tacke of Berlin spoke upon the difficulties in the way of school reform in Germany. How to develop a responsive and responsible school administration was the main problem before the German people at present. Custom, tradition and the church all make progress difficult and very slow; but democracy in education is making headway and reforms worthy of the new Germany are surely coming.

After Mr. Mufson's address, Mrs. Plumptre of the Toronto Board of Education gave a most interesting account of the Traveling School as it has been developed in the Province of Ontario. The traveling school follows either the railroads and wagon roads or the waterways, thus reaching the remote districts. The railroads have been of great assistance, sometimes providing and aiding in furnishing a car which they haul and leave on some "siding" to which the children come for instruction and help in their lessons. Work is mapped out for them in which they are also assisted through correspondence and books from the traveling library.

After each session there followed some discussion and exchange of ideas. Measured both by the degree of interest and enthusiasm manifested and by the high quality and brilliancy of the addresses given, the work of the committee on social adjustment was a noteworthy success.

JENNIE A. WILCOX.



(Continued from Page 19)

inent in the Federation of Labor. The following year she was elected to the only salaried position in the A. F. T., the secretary-treasurership, and re-elected.

Here again she has demonstrated her ability as an organizer. A new era of activity has begun among the teachers of the country. In colleges, as well as in elementary and secondary schools, teachers are waking up to the value, the necessity of organizing. New locals have been added in New York and Washington, D. C. Conservative centers like Cambridge and Providence have joined the movement. At present Mrs. Hanson is touring the South by invitation of Nashville, Memphis, Jackson, and Chattanooga. Next week she goes to California for the A. F. of L. convention at Los Angeles, after which she will visit old locals at Fresno, San Francisco, Tallyo and Portland. Three towns in Wyoming have sent her invitations that must be accepted. Southern Illinois is asking for her. It would seem that Mr. Stecker's prophecy on introducing her as his successor is being realized in that she is bringing into this office "new ideas, new viewpoints and fresh inspiration."

## WHY NOT HAVE PLEASANT DREAMS ON UNION SHEETS AND PILLOW CASES?

Information comes to us from the United Textile Workers of America that negotiations have been concluded with the Naumkeag Steam Cotton Mill Company, which means that something like three thousand wage workers of that concern are under a working and wage agreement, which makes the Naumkeag Company a strictly union establishment. This company is the maker of the famous Pequot Sheeting and Pillow Cases, a product of the loom which has gained an ever-widening circle of friends because of the quality and utility of the mentioned product.

The Naumkeag Company has always been friendly toward the organization of the textile workers, and in entering into an agreement with that concern, proved that it means what it has heretofore expressed—a real friendship for their workers. Those of our readers who are called upon to make purchases of bed room furnishings should keep in mind the name of the product fabricated by the Naumkeag Company. Just write it once with pen or pencil and you won't forget, "Pequot Sheeting and Pillow Cases." Add to your list of slogans—Let's sleep on Pequot.

# Buy Union Stamped Shoes

We ask all members of organized labor to purchase shoes bearing our Union Stamp on the sole, inner-sole or lining of the shoe. We ask you not to buy any shoes unless you actually see this Union Stamp.



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### INVITING LATIN-AMERICAN CO-OPERATION

"In supervising and conducting the elections of 1928 in Nicaragua, in order to guarantee that they shall be free, the Government of the United States should share its responsibilities with the other nations of Latin-America." That pertinent suggestion was made in the address of Mr. Toribio Tijerino, former Consul General and Financial Agent of Nicaragua, at the annual conference of the Fellowship of Reconciliation at Asbury Park, N. J., on September 10, 1927.

After recounting what the Nicaraguans had experienced at the hands of the United States, and how the friendship of the Latin-American nations for the United States has, in more recent years been changing to suspicion and fear, Mr. Tijerino turned to the question of the coming elections as an opportunity for improving the situation.

"If it is the desire of the United States," he said, "to help the people of Nicaragua elect freely a Nicaraguan government that will legally and rightly represent the Nicaraguan nation, the military should not be employed in this connection. If the United States means to extend a friendly hand to us, let not that hand be the mailed fist of the military . . . Have you no other agencies for the advancement of democracy in Latin America but bankers and marines?" To emphasize the impropriety of putting the elections under the charge of the marines, Mr. Tijerino referred to the evidence gathered by the Committee on Foreign Relations of the United States Senate in its investigation of the election of Diaz in 1912. He then made the proposal for inviting the co-operation of representatives from Latin-American countries in conducting the election.

"Apart from the singular benefit to my country there is, as I see it," he said, "a larger benefit to be derived from seizing this opportunity, in that it would provide an occasion for the United States and the sister nations of the continent to get together with the full realization that in this hemisphere the great communion of democracy forms something stronger than twenty-one isolated countries—forms a union of independent and self-governing nations, each and all ready upon a basis of equality to assist any of their number in time of trouble.

"Should the United States, determined as it is to watch closely and conduct the elections of Nicaragua, realize also that for that task civilians are better fitted than military men, and realize also that this is a great and unequalled opportunity for regaining its lost prestige in Latin-America, and appoint for that task civilians of the highest stand-

ing and invite to co-operate with that board the Latin-American jurists at the Hague and those of the Rio Janerio conference for drafting principles of International law, I believe that a great victory for good will and for conciliation and fellowship would have been won. I am confident also that elections conducted under such auspices would be as fair as it is humanly possible to have them, and that a government would result in Nicaragua truly representative of the Nicaraguan people, a government which all the other governments of the continent would not hesitate to recognize."

The conference of more than 250 people enthusiastically endorsed the suggestion and appointed a committee to give it further publicity, believing that it would commend itself to the best spirit of all Americans. You are urged to bring it to the attention of as many people as possible.

### HOME HYGIENE INSTRUCTION PROGRESSES OVER NATION

Each year sees home hygiene instruction by the Red Cross increasingly in demand, with new thousands of women and girls trained in this science.

One of the outstanding features of this progress is the rapidity with which schools over the nation are adopting this course as a standard part of the curriculum, each class that completes the course apparently resulting in renewed demand from others desiring the same training.

In the past year 67,000 women and girls received this instruction from the Red Cross though the students were not confined to those in schools. Classes have been organized among industrial and other groups as well as in the school rooms, but the popularity of the course is explained in part by the answers which some girl students gave to the question as to what they had gained by the course.

"As a result of my instruction in home hygiene," one girl wrote, "I have helped my sister take care of her two children in such a way that she is not afraid to trust them to me."

Others were equally enthusiastic, and one school superintendent wrote that "one of the wisest and most progressive things I ever did in school work was to give home hygiene a place in the regular school program."

Home hygiene instruction is one of the services stressed by the Red Cross all-year program, though it has many other branches of activity.

These activities are supported by membership dues in the Red Cross, new members being invited each year during the Annual Roll Call, which this year is from November 11 to 24 inclusive.



## LOCAL NEWS

On October 12th the President of Local 5 by invitation addressed the Social Problems Club of Columbia University on the Work and Program of the Teachers Union.

Students clubs throughout the country now have an amazing amount of freedom. Administrators themselves are learning to cease interfering.

Selma M. Borchardt, A. F. T. legislative representative and delegate to the W. F. E. A. at Edinburgh and Toronto, was chosen a member of the Executive Board of the World Federation of Education Associations at Toronto. The committee on Social Adjustment, of which Miss Borchardt was chairman, was continued as a permanent committee. Miss Borchardt is already making plans for the program at the next meeting in Geneva.

Mrs. Hanson served as secretary of the Education Committee of the A. F. L. Convention in Los Angeles, October 3-14. A report of the work of the committee will appear in the next number. While in the west Mrs. Hanson visited the California and Oregon locals and visited Washington and Wyoming for organizing work.

President Mary C. Barker was also in Los Angeles as the delegate of the Atlanta Federation of Trades. She spoke in Los Angeles. Miss Barker and Mrs. Hanson believe that effective work was done at the convention and that we shall soon see some satisfactory results.

## UNIONIZED TEACHERS IN VANGUARD

The unionized teachers of the United States again demonstrated that they are the vanguard of the profession by their convention pronouncements in Chicago the past week. The American Federation of Teachers, though enrolling less than 1 per cent of the country's 800,000 or more teachers, has through its locals in the bigger cities and its members at

large enlisted an imposing array of education workers for its progressive program in the field of better schooling as well as in the broader field of social justice, national and international. The convention re-elected Pres. Mary Barker of Atlanta and Secy-Treas. Florence Curtis Hanson of Chicago.—Montana Labor News.

## PATERSON TEACHERS' LOCAL No. 92.

On Wednesday afternoon in the Odd Fellows Hall the regular monthly meeting of Local 92 took place at which the following officers were elected: President, A. K. Harris; Vice-President, Otto Durholz; Secretary, Peter Maronpot; Treasurer, M. Savage. An enthusiastic discussion of several school problems was begun. Teachers in and around Local 92 have caught the significance of collective bargaining and have mapped out a definite program, the developments of which will appear in future issues of "The American Teacher." Reports from locals are not only interesting, but inspiring.

## FILES OF THE OLD AMERICAN TEACHER

The office of Local 5, New York, is trying to assemble several complete files of the American Teacher from the date of the founding in January, 1912, to its temporary suspension in 1921.

We should like to get into touch with anyone who has on hand a partial series or duplicate copies of any issue. One complete file will be presented to the office of the American Federation of Teachers for historical purposes.

Move upward, working out the beast, and let the ape and tiger die.—TENNYSON.

Nothing is ever done so badly but that somebody is willing to do it worse for less money.

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# American Federation of Teachers

327 S. La Salle Street  
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**Affiliated with the American Federation of Labor**  
**Organized April 15, 1916**

**The American Federation of Teachers desires to establish an intimate contact and an effective co-operation between the teachers and the other workers of the community.**

**The American Federation of Teachers desires to co-operate with all civic organizations for improved civic life.**

Groups of seven or more public school teachers are invited to affiliate with this National Organization of Classroom Teachers, for mutual assistance, improved professional standards and the democratization of the schools.

## ***Our Slogan Is:***

***Democracy in Education: Education for Democracy***

**"The American Teacher" is published monthly by the American Federation of Teachers. Membership dues carry subscription to the magazine. To all others the subscription price is \$2.00 per year, 25 cents per copy.**